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ABSTRACT

This bibliography consists of nearly 500 references to works on equal educational opportunity cited between 1975 and 1981 in "Resources in Education." The documents cited, most of which were developed by urban school districts in cities with a population of 100,000 or more, deal primarily with urban education, school desegregation, bilingual and/or multicultural education. Works are listed in order of ERIC document (ED) number. Each reference contains bibliographical information, index terms (ERIC descriptors and identifiers), and an abstract. Also provided in the bibliography are a subject index, an author index, and information for ordering ERIC documents. (GC)

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EQUAL OPPORTUNITY IN EDUCATION

Compiled by

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and

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U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
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URBAN SCHOOLS BIBLIOGRAPHY SERIES

Number 1

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UD 022 445

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Spring 1982

INTRODUCTION

The Urban Schools Bibliography Series is intended to address the distinct information needs of urban school personnel, students and others by providing access to information on issues, programs and practices related to urban education. The series is an outgrowth of a special project conducted by the Educational Resources Information Center (ERIC) Clearinghouse on Urban Education in 1981. The purpose of the project was to locate and collect documents developed by urban school districts in order to make them widely available through the ERIC system.

As part of the special project, an extensive search of Resources in Education (RIE), the monthly ERIC abstract journal, was performed to identify documents already in ERIC that were developed by urban school districts. Several criteria were employed in selecting documents for inclusion. First, the document had to be developed by urban school districts in cities with a population of one hundred thousand or more. A document had to be available through the ERIC Document Reproduction Service (EDRS) in microfiche and/or paper copy. Finally, it had to fall within a topical area, e.g., curriculum, vocational training, bilingual education, educational policy, desegregation, and so forth. In some instances, documents developed by agencies and institutions outside the school district, such as research centers, educational laboratories, State Departments of Education and dissimination centers, were included in the series.

In all, over eight hundred documents covering the period, January 1975 to October 1981, were selected and grouped as four bibliographies: 1) Equal Opportunity in Education; 2) School Policy, Administration, and Curriculum; 3) Testing, Evaluation, and Academic Achievement; and 4)

Career Development, Alternative Schools, and Community Involvement in Education. The series consists of annotated references to research studies, evaluation reports, and instructional materials including curriculum guides and program manuals. The bibliographies do not include references to journal articles, which are annotated and indexed in Current Index to Journals in Education (CIJE), ERIC's guide to the journal literature.

Each bibliography contains a main entry section, and a subject and an author index to documents cited. Entries are arranged by ED (ERIC Document) identification numbers, which precede each citation. Entries contain the title, author, source, publication date, publication type (report, bibliography, research, etc.), information on availability and cost, descriptive indexing terms identifying the subject matter of the document, and an abstract. Documents cited can be read at any facility that has an ERIC microfiche collection. In addition, microfiche and/or paper copies can be purchased from the ERIC Document Reproduction Service (EDRS). Information concerning document availability follows the author index at the end of each bibliography.

The series will be updated annually. For information on updates, as well as other publications and services, write to the ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, N.Y. 10027.

Document Resumes

EQUAL OPPORTUNITY IN EDUCATION

0001 ED 127 815

Manual for the Development of Instructional Materials Relevant to the Needs of U.S. Spanish-Speaking Students.

San Diego City Schools, Calif.

Spons Agency—Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date—75

Note--271p.

Pub Type— Guides - General (050)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Biculturalism, *Bilingual Education, Cultural Awareness, Curriculum Development, *Educational Policy, English (Second Language), Evaluation Criteria, *Instructional Materials, *Material Development, *Spanish, Spanish Americans, Spanish Speaking, Teacher Developed Materials, Textbook Bias, Textbook Evaluation, *Textbook Selection

Identifiers—Bilingual Education Act 1968, Elementary Secondary Education Act Title VII, *Materials Acquisition Project

The Materials Acquisition Project (MAP) was founded in 1970 under E.S.E.A. Title VII to collect educational materials published in Spanish- and Portuguese-speaking countries for assistance and use in bilingual education programs in the U.S. MAP believes in parity in all aspects of bilingual-bicultural education and offers guidelines for such an ideal program. In Section I, a revisions program is described which aims to help publishers produce materials in keeping with linguistic and cultural aims and suitable for U.S. schools. Cultural, political, racial, religious, sexual and social biases frequently found in Spanish educational materials are noted. Considerations for the development of instructional materials in Spanish for the U.S., definition of the educational process, reflections on the future of bilingual-bicultural education and general guidelines for curriculum development are also discussed. Section II deals with state guidelines for adoption of instructional materials. The main part reviews California and Texas policy and specifications for textbook selection and evaluative criteria, laws, calls for bids on materials, and requirements for materials in various school subjects. Section III reviews federal and state decrees affecting bilingual education. (CHK)

0002 ED 127 816

New York: Multi-Speak City!

New York City Board of Education, Brooklyn, N.Y.; New York City Economic Development Council, N.Y.

Pub Date—[75]

Note--137p.

Pub Type— Guides - General (050)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Career Awareness, Career Planning, *Culture Contact, Ethnic Groups, Immigrants, Language Proficiency, Languages for Special Purposes, *Language Skills, Language Usage, *Multilingualism, *Second Language Learning, Teaching Guides

Identifiers—*New York (New York)

This guide was written to help teachers make students aware of the multilingual and multi-ethnic nature of New York City in order to experience and explore different languages and customs. New York is a center for variety in language and culture in the areas of diplomacy, international commerce, media and communications, foods and fashion, the performing and the fine arts. This guide is a lively, up-to-date look at the city aimed at developing in students an interest and excitement for second language learning and an understanding of the peoples of the city. The book shows how languages function in international relations, tourism, trade, the arts and sports and discusses foreign language education and careers. (CHK)

0003 ED 128 385

Bergeth, Robert L.

The High Potential Program in the Minneapolis Schools: An Evaluation.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Report No.—C-74-45

Pub Date—Aug 75

Note--37p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Creative Writing, Elementary School Mathematics, Elementary School Science, *Enrichment Activities, *Gifted, *Intermediate Grades, Modern Language Curriculum, Parent Attitudes, Participant Satisfaction, *Program Evaluation, Social Studies, Student Attitudes, Student Characteristics, Teacher Attitudes

Identifiers—*High Potential Program, Minneapolis Minnesota Public Schools, Minnesota (Minneapolis)

The Minneapolis Public Schools High Potential Program for gifted elementary children in grades four through six began December 2, 1974. Twenty-one schools and approximately 353 students participated. Programs in math, science, social studies-modern language, and creative writing were offered. The purpose of the program was to offer a challenging, enrichment experience for high ability students. Students were challenged to learn subject matter in much greater depth and breadth than their regular classroom experience and also were exposed to new ideas and concepts. A specialist in each of the subject areas provided the instruction. The High Potential Program was very successful according to the views of high potential students, parents of students, and teachers of students. (Author/BW)

0004 ED 128 388

Potter, Anne   Berman, Steven

The Individual Pupil Profile (Including Manual).

New York City Board of Education, Brooklyn, N.Y. Office of Special Education and Pupil Personnel Services.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—75

Note--34p.

Pub Type— Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Abstract Reasoning, Academic Achievement, *Clinical Diagnosis, Communication Skills, *Diagnostic Tests, *Educational Diagnosis, Emotional Development, *Evaluation Methods, Guides, Individual Testing, Measurement Techniques, *Multiple Disabilities, Perceptual Motor Coordination, Physical Development, Psychomotor Skills, Self Care Skills, Social Development, Special Education, *Student Evaluation

Identifiers—*Individual Pupil Profile

Because of the diversity, range, and combination of disabilities at the Center for Multiple-Handicapped Children, operated under the auspices of the New York City Board of Education, a unique instrument was needed for assessing functional levels, setting goals, and charting progress of handicapped children in special education facilities, regular schools, and institutional settings. The major functional areas brought into play in a child's daily life were defined and the following categories were delineated as parts of the Individual Pupil Profile (IPP): (1) Intellectual Functioning, (2) Academic Achievement, (3) Perceptual-Motor Skills, (4) Physical Functioning and Self-Help Skills, (5) Communication, and (6) Social-Emotional Development. Building on existing studies, and by consulting with area specialists, rating scales were devised in areas where existing measures were inadequate. Specifically, scales were constructed to assess achievement, communication, and social-emotional development. For the areas of intellectual functioning, perceptual-motor skills, and physical functioning, pre-existing tests were modified and incorporated into the overall structure. The IPP designed to (1) help to focus each professional involved on the specifics of the child's behavior and function, (2) encourage group thinking and lead to a comprehensive diagnostic picture, and (3) establish current levels of functioning and lend itself to both ongoing assessment of progress and to prescriptive teaching. Both the instrument and manual are included here. (RC)

0005 ED 128 520

Pinga, Estela G.

Bilingual-Bicultural Education for Filipino Americans.

Berkeley Unified School District, Calif. Asian American Bilingual Center.
Pub Date—5 Jun 76
Note--10p.; Paper presented at a BABEL/CIMA Conference (June 5, 1976) and published as a supplement to the Asian American Bilingual Center Newsletter, v1 n4 July 1976
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Bilingual Education, Bilingualism, *Bilingual Schools, Bilingual Students, Bilingual Teachers, Cultural Background, Cultural Differences, *Educational Objectives, Elementary Secondary Education, English (Second Language), Ethnic Groups, *Filipino Americans, Individual Needs, Minority Groups, *Models, *Student Needs

Various issues involved in the bilingual-bicultural education of Filipino Americans are addressed in this paper. Specifically, its aim is to define the role of bilingual education for the Filipino immigrant student. Educational goals are considered first. In deliberate planning, goal setting precedes assessment of the situation. The discrepancy between goals and what is actually obtained reflects the needs. The educational goals in the bilingual program are not to be different from those in the regular program except for the inclusion of the development and maintenance of bilingualism. The Filipino student's needs are discussed next. Basically, Filipino Americans need bilingual education, and Filipino bilingual teachers are best able to communicate the encouragement and understanding needed by students who have recently immigrated. Maintenance of Filipino can be achieved without implementing a curriculum wide bilingual instruction scheme. A frame work for bilingual education is proposed in the second half of the paper. Adoption of this model will allow the Filipino language to be kept as an alternate tool of communication. The bilingual scheme proposed discusses the elementary and high school programs, and staff development. (Author/AM)

0006 ED 128 545

Robert Anthony Reed, III, et al, Plaintiffs Vs. James A. Rhodes, et al, Defendants. Memorandum Opinion and Order [Relating to Racial Isolation in the Cleveland Public School System].

District Court, Cleveland, Ohio. Northern District of Ohio.
Pub Date—76
Note--200p.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Black Community, *Black Education, Blacks, Bus Transportation, *Constitutional Law, *Court Litigation, Courts, Cultural Isolation, Desegregation Litigation, Educational Policy, Minority Groups, Public Policy, *Public Schools, Racial Factors, *Racial Integration, Racial Segregation, School Desegregation, Social Isolation, Special Classes, Teaching Assignment, Transfer Policy
Identifiers—*Ohio (Cleveland), *Racial Isolation

In reviewing statistics of the racial patterns in the recent history of the Cleveland public school system, as well as all of the evidence included in the voluminous record in this case, the District Court for the Northern District of Ohio sought an answer to a single question of constitutional law: to what extent, if any, were the defendants in this case, public officials and public agencies, responsible for creating or for maintaining or both the segregated situation in the Cleveland public schools. In interpreting the evidence in the record, the court faced a number of recurring questions or problems. While the evidence in this case was voluminous, one question which it did not answer directly was what the racial composition of any given residential area was at any specific time. This information was crucial in assessing the intent and effect of many of the local defendents' actions. Another issue that became one of the most sharply disputed was that of the capacity of any given school. Much documentary evidence was submitted to the court concerning specific assignment decisions of the local defendents. This evidence has, purportedly for clarity's sake, been analyzed by geographical area and within such analyses, generally in chronological order. Following the detailed examination, the court addresses the general issues of relay classes, intact busing, special transfers, faculty assignment, housing, and neighborhood school policy. (Author/AM)

0007 ED 129 098

Offenberg, Robert M. Rodriguez-Acosta, Carlos

Title VII Bilingual Project "Let's Be Amigos": Evaluation of the Sixth Year, 1974-1975.

Philadelphia School District, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Jan 76
Grant—OEG-0-9-480089-3503
Note--70p.; For related documents, see ED 109 933, ED 102 817, and Ed 083 306; Figures 3.1 and 3.2 are marginally legible
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Academic Achievement, Biculturalism, *Bilingual Education, Bilingual Schools, *Bilingual Students, Bilingual Teachers, Curriculum Evaluation, *Elementary Secondary Education, English (Second Language), Evaluation Methods, Language Instruction, *Language Programs, Preschool Education, *Program Evaluation, Second Language Learning, *Spanish Speaking
Identifiers—Bilingual Education Act 1968, Elementary Secondary Education Act Title VII, English Dominant Students, Pennsylvania (Philadelphia), Spanish Dominant Students

The Let's Be Amigos bilingual education program served over 2,000 students in 12 schools in Philadelphia. Model A provided bilingual education to English- and Spanish-dominant pupils in prekindergarten through Grade 6. Model B provided bilingual instruction to Spanish-dominant pupils in kindergarten through Grade 5. The ARRIBA component provided bilingual instruction to Spanish-dominant immigrant pupils in Grades 4 through 12. The program was generally well managed. It received support from principals of schools in which it was conducted. The program was effective in enhancing reading and language arts competencies of Spanish-dominant pupils. Longitudinal analysis of the reading performance in English of Spanish-dominant elementary school pupils showed that there was more growth in this skill than was observed with previously used evaluation techniques. Testing of high school ARRIBA pupils' reading performance in Spanish showed that it was poor, probably because many had several years of all-English instruction prior to participating in Let's Be Amigos. The high school ARRIBA component clearly enhanced the probability that tenth-grade Hispanic pupils would graduate from high school three years later. English-dominant Model A pupils' reading competencies are substantial, with sixth-grade pupils performing at the third-grade rural Puerto Rican norms. (Author/CFM)

0008 ED 129 875

Estes, Gary D. Anderson, Judith I.

An Evaluation of Physical Education Opportunities for Exceptional Learners (PEOPEL).

Phoenix Union High School District, Ariz.
Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Supplementary Centers and Services.
Pub Date—Jun 76
Note--44p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adapted Physical Education, Attitude Measures, Comparative Analysis, Educational Objectives, *Handicapped Students, *High Schools, Mental Retardation, Peer Teaching, Physical Disabilities, Physical Fitness, *Program Effectiveness, *Program Evaluation, Special Education, Student Needs
Identifiers—Elementary Secondary Education Act Title III, Wear Attitude Inventory

Physical Education Opportunities for Exceptional Learners (PEOPEL) is a second year Elementary Secondary Education Act (ESEA) Title III project within the Phoenix Union High School System. This program is designed to meet the need for a program at the secondary school level that addresses itself to meeting physical, social, emotional and mental needs of physically and mentally handicapped and other exceptional students. In 1975-76 the PEOPEL staff pilot-tested and revised curriculum materials and teaching strategies which were developed in 1974-75. A comparison of 54 PEOPEL students with 36 other handicapped students not participating in PEOPEL provided evidence that the PEOPEL program had a positive effect on students' physical abilities and attitudes. Based on findings of the evaluation, recommendations were made to adopt the PEOPEL program as a regular program in the Phoenix Union High School System and to periodically re-evaluate the impact that the PEOPEL program has on students' physical and mental education. (MV)

0009 ED 129 919

Scheiner, Louis And Others

Career Opportunities Program in Philadelphia, Pennsylvania. Report Number 7623.

Philadelphia School District, Pa. Office of Research and Evaluation.
Pub Date—Aug 75
Note--42p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Blacks, Career Ladders, *Career Opportunities, Educational Objectives, Educational Opportunities, *Low Income Groups, Minority Groups, *Program Effectiveness, *Program Evaluation, Teacher Aides, *Teacher Education, *Teacher Recruitment
Identifiers—*Career Opportunities Program, Elementary Secondary Education Act Title V, Pennsylvania (Philadelphia), Philadelphia School District PA

The Career Opportunities Program (COP), established under Title V of the Education Professions Development Act of 1967, was implemented in Philadelphia, Pennsylvania from 1970 through 1975. It served low-income persons, primarily blacks, who had no other means to enter the teaching profession. The primary project goals were to attract capable persons to education careers, improve employment opportunities of the poor, and establish productive career lattices for COP recruits. Overall, COP attained its major goals while benefiting all participants–trainees, teachers, pupils, principals, and college staff. COP was partially successful in attracting minority, low-income, target area residents to careers in education. The majority of trainees were black community residents, and a third were Model Cities aides with low incomes. The project also successfully implemented a vertical career ladder, which facilitated trainee movement at higher level instructional jobs. However, horizontal and diagonal lattices were not implemented. Additional findings are discussed in detail. (Author/RC)

0010 ED 130 167

The Teaching of Values: An Instructional Guide for Kindergarten, Grades 1-14, and Accompanying Bibliography. Los Angeles City Schools, Division of Instructional Services Publication No. GC-15.

Los Angeles City Schools, Calif. Div. of Instructional Planning and Services.
Pub Date—66
Note--277p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors—Annotated Bibliographies, Elementary Secondary Education, Higher Education, *Humanistic Education, Instructional Materials, *Learning Activities, *Moral Development, Reli-

gious Education, Staff Role, Teaching Guides, *Values
Identifiers—*Los Angeles City Schools CA

This guide is a multiple purpose instructional tool for use in kindergarten through college. For students, it is designed to stimulate learning about the nature of values, helping pupils develop toward moral maturity through experiences inherent to education. For staff, the guide explores ways to promote the development of values in young people, and makes teachers familiar with the laws and legal decisions which affect the teaching of values. The guide contains suggestions for student learning activities and for staff reading and study. An annotated bibliography is provided with entries which include audio-visual material divided into seven areas: integrity, courage, responsibility, justice, reverence, love, and respect for law and order. In its appendix, the guide also provides information about the laws of California as they relate to the teaching of religious material in public schools. (MJ)

0011 ED 130 518
The Classical Heritage in America: A Curriculum Resource. Tentative Edition.
Philadelphia School District, Pa. Office of Curriculum and Instruction.
Pub Date—76
Note--135p.; Comic Book Section may not reproduce clearly
Pub Type— Guides - General (050)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Architecture, Art, *Classical Languages, *Classical Literature, *Cultural Background, Cultural Influences, *Curriculum Guides, Elementary Secondary Education, Government (Administrative Body), Interdisciplinary Approach, *Resource Materials, Twentieth Century Literature, *United States History
Identifiers—Bicentennial, Greece (Ancient), Rome (Ancient)

This curriculum resource is intended to help make students of Latin, Greek and other subjects more aware of America's classical heritage. It is designed to be used selectively by teachers to enrich the regular curriculum in classical languages in elementary and secondary schools. In providing background information for the teacher and suggestions for instructional activities, it interrelates Latin and Greek with history, law, literature, art, architecture and other disciplines. The 11 chapters deal with: (1) the classical heritage in the discovery of America, (2) classical influence in colonial education, (3) Benjamin Franklin and the classics, (4) James Logan and the classics, (5) Benjamin Rush and the classics, (6) Thomas Jefferson and the classics, (7) revolutionary patriots in the Roman and American republics, (8) classical influence on the American government, (9) our legal heritage from Greece and Rome, (10) a sampling of the classical influence in 20th century American literature, and (11) classical influence on American art and architecture. A five-item annotated bibliography and a form for evaluating this resource conclude the volume. (Author/RM)

0012 ED 131 125
Higgins, Paul S.
The Intermediate and Junior High Reading Programs of the 1974-75 Minneapolis Emergency School Aid Act Project: An Evaluation.
Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.
Report No.—C-74-72
Pub Date—May 76
Note--58p.; Appendices A-D may reproduce poorly due to print quality of original
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Compensatory Education, Federal Programs, *Intermediate Grades, *Junior High Schools, Program Effectiveness, *Program Evaluation, Reading Comprehension, Reading Improvement, *Reading Programs
Identifiers—Emergency School Aid Act 1972, *Minneapolis Public Schools MN, Minnesota (Minneapolis)

Two Emergency School Aid Act (ESSA)-funded compensatory education reading programs served 1900 Minneapolis students in desegregated schools during 1974-75. Both programs generally met their objectives for comprehension gain among disabled readers. Students in the ESAA Intermediate Reading Program achieved a median rate of about 3 grade-score months of comprehension gain for every month enrolled in the program. Students in the Junior High Reading Program made slightly less than 2 months gain per month enrolled if such students entered the program with pretest grade scores of 3.9 or less. For Junior High Program students entering with grade scores of 4.0-6.0, the median monthly gain rate was about 3. Differences among schools in gain rates are discussed in this report. Reading gains were measured using Gates-MacGinitie Primary C or Survey D comprehension tests. Both programs emphasized the use of audiovisual teaching machines, and commercial and Minneapolis-Schools-produced lessons usable with these machines. The frequency of use of various materials is reported. An evaluation of these programs was conducted by the Minneapolis Schools' Research and Evaluation Department. In the event that programs like these are funded in the future, the evaluator recommends (a) changes in pre-post testing procedure, including alternate forms and diagnostic-type tests; (b) use of a control-group evaluation design; (c) careful consideration of information needs among staff and funding agencies before beginning evaluation; (d) greater efforts to recruit both Native Americans and teachers with reading certification for staff positions. (Author/RC)

0013 ED 131 126
Higgins, Paul S.
The Desegregation Counselor Aide Program of the 1974-75 Minneapolis Emergency School Aid Act Project: Staff and Student Perceptions.
Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.
Report No.—C-74-27
Pub Date—Jun 76
Note--88p.; Appendices A-D may reproduce poorly due to print quality of original
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Conflict Resolution, *Counselors, Elementary Secondary Education, Federal Programs, Program Effectiveness, *Program Evaluation, Questionnaires, *Racial Attitudes, *School Aides, School Community Relationship, *School Desegregation
Identifiers—Emergency School Aid Act 1972, *Minneapolis Public Schools MN, Minnesota (Minneapolis)

During 1974-75, 86 Desegregation Counselor Aides worked in 39 desegregated Minneapolis public schools. About three-fourths of the Aides served elementary schools. Aides attempted to resolve student-student and student-teacher conflicts, to improve interracial attitudes, and to act as liaisons between schools and the neighborhoods from which students were bussed. The $507,625 in federal ESAA funds awarded Minneapolis for operation of this program were used to employ Aides; to hire three coordinators of Aides; to conduct pre- and in-service training; and to collect questionnaire data on program activities from school administrators, students, and Aides themselves. This report describes the operation of the Program and provides some information concerning Program impact. The decision not to measure the Program's stated objectives of reduced interpersonal conflict and improved interracial attitudes was based on consideration of the evaluation budget and other factors. Five questions were addressed in this report: (1) How did the program operate during 1974-75; (2) What contribution did Aides make to conflict resolution; (3) What were some of the characteristics of Aides' best work; (4) How great is the need for such a program; and (5) What recommendations should be made. (Author/RC)

0014 ED 131 148
Higgins, Paul S.
What Happened to the Kids After Their Segregated School Closed? A Nine-Year, Control-Group Follow-Up of Elementary Students.
Saint Paul Public Schools, Minn.
Pub Date—31 Mar 76
Note--34p.; Not available in hard copy due to the print quality and size of the original document
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Ability, Attendance Records, *Black Students, *Comparative Analysis, *Desegregation Effects, Educational Environment, Elementary Education, Enrollment Rate, *Followup Studies, Grade 1, Grade 3, Grade 5, Longitudinal Studies, *Racial Balance, Racial Composition, Racial Distribution, Racial Factors, Racial Integration, *School Desegregation, Student Adjustment
Identifiers—*Minnesota (Saint Paul)

The educational careers of 148 students who were first, third, or fifth graders at the de facto segregated McKinley School during its last year of operation are reported. Another group of 156 students attending the first, third, or fifth grades at another school that remained de facto segregated are used as a control group of relatively more segregated students. The duration of the follow-up is the nine-year period from the 1966-1967 school year through 1974-1975. This study is said to provide answers to several questions, including: (1) how the school persistence (enrollment and attendance) for these two groups of students compared, and (2) how the school performance (grades and achievement test scores) for the two groups of students compared. The study provides little evidence that the McKinley students made either a better or a poorer school adjustment than the controls. The former McKinley students showed the same reasonbly good adjustment, i.e. 90% overall attendance, similar transfer rates, average grade point averages, and somewhat below average test scores and class ranks, than the control group students. In reading and math test scores, both groups maintained their relative positions among national norms groups of their same age peers. It is concluded that rapid integration has little effect on school persistence or performance. (Author/AM)

0015 ED 131 582
Lindley, Jesse B.
Title IX Self-Study Report of the Oklahoma City Public Schools.
Oklahoma City Public School System, Okla.
Pub Date—28 Jun 76
Note--197p.; Not available in hard copy due to marginal legibility of original document
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Affirmative Action, *Athletics, *Counseling, *Curriculum, Elementary Secondary Education, Employment, Extracurricular Activities, Physical Education, Questionnaires, *School Surveys, *Sex Discrimination, Tables (Data)
Identifiers—Oklahoma City Public Schools, *Title IX Education Amendments 1972

Under Title IX of the Education Amendments of 1972, institutions affected must engage in appraisal and evaluation of current policies, practices, and procedures to determine possible discriminatory effects in five areas–athletics, counseling, curriculum and physical education, employment, and extracurricular activities. This report contains the Oklahoma City Public School's self-appraisals in these areas. Also included are a notification of the district's nondiscrimination policy, the members and scope of the district's Title IX task force, and the Final Evaluation Survey of the Title IX Sex Discrimination Institute. (Author/IRT)

0016 ED 132 128
John, Thomas
Junior-Senior High Tutor-Aide Program at Malcolm X Elementary School: An Evaluation Study. Final Report.
District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.
Pub Date—30 Jul 76
Contract—0684-AA-NS-0-6-GA
Note--62p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Compensatory Education, Disadvantaged Youth, *Elementary Schools, Formative Evaluation, *High School Students, *Junior High School Students, *Peer Teaching, Student Evaluation, Teacher Aides, *Tutorial Programs, Tutors
Identifiers—District of Columbia, *Malcolm X Elementary School

This two-year project used students at the junior and senior high school level as tutors to elementary students in the basic skills of math and reading. Tutor selection was based on continuing interest, attendance. scholastic achievement, and overall attitude toward the program. The final evaluative report includes the following information: (1) training methods and procedures instituted in the program; (2) findings based on the data collected from the project, including questionnaire responses from teachers and tutors; interview and observation of tutees, tutors and teachers; and test results as reported by the school system; (3) conclusions and specific recommendations for future programs. Thirty-six tables cover detailed results of the project as evaluated by tutors, tutees, and teachers. The final observation and recommendation is that the program represents a valuable new trend in the teaching-learning process and that the talents of high school and junior high school students were successfully channelled to minister to the needs of under-achieving elementary grade students. (JD)

0017 ED 132 169
Chern, Hermine J. And Others
Evaluation of Career Education Projects, 1975-1976. Report No. 7715.
Philadelphia School District, Pa. Office of Research and Evaluation.
Report No.—PSD-7715
Pub Date—Sep 76
Note--153p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Adult Education, Adult Vocational Education, Bilingual Education, *Career Education, Career Planning, Computer Oriented Programs, Consumer Education, Counselor Training, Distributive Education, Elementary Secondary Education, Evaluation Methods, Guidance Programs, Home Economics, Home Economics Education, Individualized Instruction, Instructional Materials, Job Placement, Medicine, Mild Mental Retardation, Mobile Educational Services, Parochial Schools, Pregnant Students, Program Development, Program Effectiveness, *Program Evaluation, Public Schools, Resource Centers, School Districts, Special Education, Vocational Education
Identifiers—Pennsylvania (Philadelphia), *Philadelphia School District PA

The evaluations of 26 career education programs which operated in the Philadelphia, Pennsylvania school district from July 1, 1975 to June 30, 1976 are contained in this report. Generally the projects achieved their objectives, with only a few exceptions. Indications are that the career development programs currently in progress in Philadelphia are well adapted to the environment in which they are expected to function, and have been developed in accordance with the actual needs of the students they are intended to serve. Of the 26 projects evaluated, eleven of these were primarily concerned with classroom or shop instruction, six with curriculum development, and five with guidance activities. The other four projects involved staff development, job placement, and the development and refinement of a computer management system for the skills centers. Information is presented for each program separately and includes budget, project description, project history, objectives, project implementation, and project outcomes: evaluation questions, discussion, and conclusions and recommendations. (RC)

0018 ED 132 170
Toll, Sherran
Evaluation of Prekindergarten Head Start. Year End Report, 1975-1976. Report No. 7700.
Philadelphia School District, Pa. Office of Research and Evaluation.
Spons Agency—Philadelphia Anti-Poverty Action Commission, Pa.
Pub Date—Jul 76
Note--111p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Child Development, Classroom Design, Classroom Environment, Classroom Observation Techniques, *Compensatory Education, *Early Childhood Education, Grouping (Instructional Purposes), Handicapped Children, Individualized Instruction, Inservice Teacher Education, Instructional Materials, Low Income Groups, *Models, Parent Education, Parent Participation, Parochial Schools, Preschool Children, Preschool Education, Program Development, *Program Evaluation, Public Schools, Screening Tests, Student Records
Identifiers—Denver Developmental Screening Test, Pennsylvania (Philadelphia), Philadelphia School District PA, *Project Head Start

The Philadelphia Prekindergarten Head Start program is a child development program for three and four-year-old children from low income families which stresses an interacting and multi-disciplinary attempt to improve the child's physical and emotional health, his family relationships, and his abilities to function better as a person. The program was designed from the beginning to implement five different early childhood educational models (Bank Street, Behavior Analysis, Montessori, Open Classroom, and Responsive Learning). The 1975-1976 evaluation activities for Philadelphia's Prekindergarten Head Start program continued to focus on the major goals for children. There was found to be some range in practices among centers in terms of (1) extent of model implementation, (2) classroom differences within a model, (3) number of parent volunteers, (4) grouping practices, and (5) provisioning. Observation data yielding the above information are summarized according to model and across the total program. The Denver Developmental Screening Test (D.D.S.T.) was administered during October and April to 82% and 84% of the population respectively. In April only 1.8% of the population was identified as having a developmental delay as defined by the D.D.S.T., a decrease of about 40% from the Fall administration. While Prekindergarten Head Start children are from families of low socio-economic status, the April D.D.S.T. results confirmed, as was the case in 1974-1975, that the population screened had improved after a year of program participation so that there were far fewer children "at risk" than were found in the norming population. (Author/MV)

0019 ED 132 174
Goodwin, Judith
A Summary of Six Major Evaluation Reports on Follow Through in Philadelphia, 1974-1975. Report No. 7713.
Philadelphia School District, Pa. Office of Research and Evaluation.
Report No.—PSD-7713
Pub Date—Aug 76
Note--25p.; For related documents, see ED 118 629, ED 104 550, and ED 084 276
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Achievement Gains, Ancillary Services, Attendance, Comparative Analysis, *Compensatory Education, Disadvantaged Youth, *Early Childhood Education, Mathematics, Models, Parent Participation, Primary Education, Program Attitudes, *Program Evaluation, Reading, Summative Evaluation
Identifiers—Pennsylvania (Philadelphia), Philadelphia School District PA, *Project Follow Through

This report is a non-technical summary of six major evaluation reports on the Follow Through Program in Philadelphia, 1974-75. Cross-sectional analyses of February, 1975 achievement data indicate that Total Follow Through exceeds Total Non-Follow Through performance in all test areas in kindergarten through second grade, but not in third grade. Behavior Analysis and Parent Implemented Models generally exceed their district non-Follow Through groupings at all grade levels, and rank first and second respectively, with the Bank Street Model in third place. Quasi-longitudinal analyses reveal that Head Start or equivalent experience, length of program exposure, and low absence rates are consistently associated with higher performance in reading and mathematics at all grade levels, K-6. Apparently there was sufficient program continuity to produce its intended longitudinal effect as 59% of the teachers and 64% of the pupils remained in the program over the four year span. In the program as a whole, 54% of all children had absence rates of 15 days or less. And, Head Start or equivalent experience is consistently associated with higher attendance. Supportive services information indicates that 71% of those referred were treated for medical problems and dental treatment was provided for 85% of the referrals. Pre-program questionnaires completed by principals, teachers and aides indicate that the majority of principals and teachers had positive attitudes towards the prospective program. (MV)

0020 ED 132 225
Sala, Frank C.
Implementation and Evaluation of a Desegregation Model for the Erie, Pennsylvania School District.
Pub Date—76
Note--440p.; Ed.D. practicum paper, Nova University
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC18 Plus Postage.
Descriptors—Academic Achievement, Bus Transportation, Court Litigation, Desegregation Effects, Elementary Schools, Enrollment Projections, Enrollment Trends, Interest Inventories, *Models, Practicums, Program Development, *Program Effectiveness, *Program Evaluation, *School Desegregation, Self Esteem
Identifiers—Emergency School Aid Act 1972, *pennsylvania (Erie)

This report presents the evaluation of a court approved desegregation plan for elementary schools in the school district of the City of Erie, Pennsylvania, starting with the school year in September 1975. The plan was that the district's elementary school would house grades K-5. Two elementary schools, Garfield and Longfellow, would close and pupils would be reassigned. The Harding school would continue as a city wide open enrollment school. Burton school, exempted by court, would not be balanced. Wayne school would be an elementary school in transition, housing only grades 3-6. The district's middle schools would house grades 6-8. The academic high schools would house grades 9-12. The report compares projected pupil statistics under the proposed plan and actual pupil enrollment. Also presented are implementation activities for the Emergency School Aid Act; desegregation plan for the second year; and the conceptualization, design, and implementation of an evaluation to measure the effect (if any) of desegregation on pupil achievement, interest in school, and self esteem. The findings of the study focus on a "smooth implementation of the desegregation plan...attributed to careful planning and implementation activities". (Author/RJ)

0021 ED 133 335
Evaluation of the Dade County Hearing Impaired Program, 1975-76.
Dade County Public Schools, Miami, Fla. Dept. of Planning and Evaluation.
Pub Date—Jun 76
Note--58p.; Document not available in hard copy due to marginal legibility of original document
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Achievement, Auditory Evaluation, Elementary Secondary Education, *Hearing Impairments, Itinerant Teachers, Parent Attitudes, *Program Attitudes, Program Effectiveness, *Program Evaluation, Special Education, Teacher Attitudes
Identifiers—*Dade County Hearing Impaired Program, Florida (Dade County)

For this evaluation, information was gathered from parents of children enrolled in Dade's programs for the hearing impaired, teachers of the hearing impaired, regular teachers, and records of children currently in the program. Information was also gathered from parents of children enrolled at the Florida School for the Deaf and Hard of Hearing at St. Augustine, to obtain a relative comparison of that and Dade's program. The information gathered from these sources was used to evaluate the two basic types of services offered the hearing impaired by Dade County: (1) self-contained services, involving placement of a student into a special classroom, with resourcing into the regular school program as warranted, and (2) itinerant teacher services, provided for those with relatively little hearing impairment for approximately two hours per week. Seven major recommendations were made for program improvement: (1) development of an in-service orientation for regular teachers; (2) increasing availability of appropriate career education and vocational training opportunities for the hearing impaired child; (3) enhancing the communication existing between teachers in the itinerant program and students' parents; (4) provision of more adequate facilities for itinerant hearing teachers; (5) provision of in-service training for teachers of the hearing impaired in certain areas; (6) making available more complete information on incoming students especially for teachers functioning in self-contained settings; and (7) more adequate provision for certain equipment items. (RC)

0022 ED 133 389
Chin, Laura, Ed.
The Six-District Plan. Integration of the Springfield, Mass., Elementary Schools. A Report of the Massachusetts Advisory Committee to the United States Commission on Civil Rights.
Massachusetts State Advisory Committee to U.S. Commission on Civil Rights, Boston.
Pub Date—Mar 76
Note--65p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Black Education, Bus Transportation, Citizen Role, Community Role, *Desegregation Methods, *Desegregation Plans, *Elementary Education, Racial Integration, Racial Relations, *School Desegregation, *Success
Identifiers—*Massachusetts (Springfield), *Six District Plan

This report reviews the first year of integration, under the implementation of the Six-District Plan, of the elementary schools in Springfield, Massachusetts. Through this plan the school department changed the racial composition in five previously imbalanced elementary schools and integrated the elementary school system. Redistricting, the reassignment of students, and the transportation of students were major tools in this plan. A profile of both the community and the school system is provided in the report, and the historical events that led up to school integration are reviewed. In the description of the plan, special attention is given to the problem of students from Spanish-speaking backgrounds. The city of Springfield was able to integrate its elementary schools with a minimum of trouble. Some of the factors responsible for this are: The school department worked over several years to develop and implement the plan. Both the mayor and the school superintendent lent their leadership and support. In addition, Springfield's prior experience in integrating the junior and senior high schools probably facilitated integration of the elementary schools. The plan is still opposed by many residents who believe that mandatory busing is not the appropriate path to integration. Of much greater seriousness is the unsolved problem of the Puerto Rican students. (Author/AM)

0023 ED 133 582
Comprehensive Career Curriculum. Final Report.
Des Moines Public Schools, Iowa.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Report No.—VT-103-575
Bureau No.—F7137VW
Pub Date—Jul 76
Grant—OEG-0-73-5280
Note--79p.; For related documents see CE 009 614 and CE 009 693
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Career Education, *Comprehensive Programs, *Curriculum Development, Elementary Secondary Education, Handicapped Students, Inservice Teacher Education, Program Descriptions, Program Evaluation, Vocational Education
Identifiers—Iowa, Iowa (Des Moines)

Covering the time period of July 1973 to June 1976, this report describes the procedures and results of a comprehensive career education project K-12 in the Des Moines Independent School District. The project consisted of the following 12 major components: Elementary, junior high school, senior high school, technical high school, handicapped career center, dropouts, career guidance services, placement and followup, vocational youth organizations, staff development, career information, and postsecondary career training. Activities included development of curriculum materials and handbooks and their pilot testing, establishment of career information centers and a placement center, inservice and staff development, increasing community awareness of career education, development of challenge exams, and development of handbooks for vocational youth organizations. The main body of the report lists the original goals with procedures followed, results, evaluation, and conclusions and recommendations. An appended section presents recommendations for a vocational preparation program for the handicapped divided into the three parts of recommendations for an expanded program, and general recommendations. The career information center survey form and project-developed brochures are also appended. (NJ)

0024 ED 134 651
Title I Evaluation Report 1973-74. Chattanooga Public Schools.
Chattanooga Public Schools, Tenn.
Pub Date—74
Note--123p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Compensatory Education, Educationally Disadvantaged, Elementary Secondary Education, Federal Programs, *Mathematics, *Program Descriptions, Program Effectiveness, *Program Evaluation, Public Schools, Reading Achievement, *Reading Programs, School Desegregation
Identifiers—Chattanooga Public Schools TN, *Elementary Secondary Education Act Title I, *Tennessee (Chattanooga)

A description and evaluation of 1973-74 programs funded by the Elementary and Secondary Education Act, Title I, for the Chattanooga Public School System in Tennessee, are contained in this document. The main project components are reading and mathematics. The major problem associated with the 1973-74 Title I programs was a result of the implementation of the Federal Court mandate on school desegregation. It caused administrative and logistic problems in the schools. The performance objectives established by the Chattanooga Public School System for the Title I elementary schools in reading, mathematics, self-image, and responsibility provided a basis for evaluation of the Title I programs. The results of the analysis of each performance objective indicated that certain objectives were fully met, certain objectives were partially met, and selected objectives were not met. (Author/AM)

0025 ED 134 669
Bilingual/Bicultural Education Program; Programa De Educacion Bilingue/ Bicultural, 1975-1976.
Milwaukee Public Schools, Wis. Dept. of Educational Research and Program Assessment.
Pub Date—76
Note--201p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—*Academic Achievement, *Bilingual Education, Bilingualism, Bilingual Students, Cross Cultural Training, Cultural Background, Cultural Differences, English (Second Language), Ethnic Groups, Program Content, *Program Descriptions, Program Effectiveness, *Program Evaluation, *Spanish Speaking
Identifiers—Bilingual Education Act 1968, Bilingual Programs, *Elementary Secondary Education Act Title VII, *Wisconsin (Milwaukee)

A description and evaluation of the Elementary and Secondary Education Act Title VII-funded Bilingual/Bicultural Education Program in Milwaukee, Wisconsin is provided in this report. A developmental system of bilingual education enabled kindergarten through twelfth grade pupils to learn all subject content in both English and Spanish in the context of Hispanic culture. The bilingual/-bicultural teaching and supervisory staff developed curricula to implement program goals aimed at educating students to feel at home in both the English and Spanish language and the American and Hispanic cultures. When Bilingual Project participants were compared with national norms and Title I or Spanish-surnamed comparison groups, standardized test results demonstrated that the goal of grade level progress was achieved at kindergarten, lower and upper primary levels in readiness, English reading, and mathematics. Equivalent progress was not demonstrated at middle primary grades, but at the upper primary level, Bilingual Program achievement exceeded that of the Title I reading and mathematics programs. (Author/AM)

0026 ED 135 823
ESEA Title VII Bilingual/Bicultural Education Program; Programa de Educacion Bilingue/-Bicultural 1975-1976.
Milwaukee Public Schools, Wis. Dept. of Educational Research and Program Assessment.
Pub Date—[76]
Note--202p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Academic Achievement, *Biculturalism, *Bilingual Education, Career Education, Compensatory Education, *Elementary Secondary Education, Evaluation Methods, Parent Attitudes, Program Descriptions, Program Effectiveness, *Program Evaluation, Self Concept, Spanish Culture, Spanish Speaking, Standardized Tests, Student Attitudes, Teacher Attitudes, Test Results, *Urban Programs
Identifiers—Elementary Secondary Education Act Title I, Elementary Secondary Education Act Title VII, *Milwaukee Bilingual Education Program, Wisconsin (Milwaukee)

This is the annual evaluation report of the Title VII components of the Milwaukee Bilingual/Bicultural Education Program funded by Title I and Title VII of the Elementary and Secondary Education Act of 1967 and the Milwaukee Public Schools. The results of the 1975-76 assessment of pupil progress toward achievement of the program's academic and affective goals in elementary and secondary schools are detailed. It includes observations by parents, teachers, administrators, and the Educational Resource Team. Standardized test results indicate the goal of grade level progress was achieved at kindergarten, lower and upper primary in readiness, English reading, and mathematics when Bilingual Program performance was compared with national norms and Title I or Spanish-surnamed comparison groups. Half-day kindergarten children reached the same achievement level as those in full-day classes. Equivalent progress was not demonstrated at middle primary, the level at which many pupils were introduced to reading in their second language. At upper primary, Bilingual Program achievement exceeded that of the Title I Reading and Mathematics Programs. In addition, Spanish reading achievement was high. Both bilingual and comparison pupils tested positive on a self-concept test. A sample of students indicated positive attitudes toward Mexican and Puerto Rican cultures and a high level of cultural knowledge. Career Orientation, Bilingual Typing, and English for Latinos were innovative secondary school courses. Secondary students endorsed bilingual education. Teachers and parents gave the program high ratings in meeting the goals of grade level achievement and improved student self-esteem. Suggestions for program improvement were made. (RC)

0027 ED 135 918

Woloshin, Gerald W.

College Bound Program; Summer 1975.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Report No.—B/E-09-61622

Pub Date—11 Aug 75

Note--42p.; Not available in hard copy due to marginal legibility of the original document

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Bilingual Students, *College Bound Students, *Compensatory Education, English (Second Language), Grade 9, Grade 10, *Junior High School Students, Low Achievement, Remedial Mathematics, Remedial Reading, Spanish Speaking, *Summer Programs

Identifiers—*Elementary Secondary Education Act Title I, *New York (New York)

The principal objectives of the College Bound Summer Program, funded under the Elementary Secondary Education Act Title I, were to improve student's reading and mathematics, increase their ability to do college work, and make the students' transition from junior high to high school easier. Program participants were selected on the basis of either performance on the Stanford Achievement test or recommendations from junior high school counselors. During each day of the program, students participated in three classes: remedial reading, corrective mathematics, and a reading or mathematics workshop. An ESL program with the same goals, and using the audiolingual approach, was a part of the program. For ESL classes all materials were in English and Spanish, and bilingual educational assistants were employed. It was found that the program produced significant gains in reading and mathematics for all groups of participants. (Author/JM)

0028 ED 135 919

Doyle, Robert E.

The College Bound Program; Evaluation Period, School Year 1974-1975.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date—75

Note--29p.; New York City Board of Education Function No. 09-59609

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bilingual Education, Cognitive Objectives, *College Bound Students, *College Preparation, *Disadvantaged Youth, *High Schools, Mathematics, *Program Evaluation, Reading, Sciences

Identifiers—*College Bound Program, *New York (New York)

This report contains a description and evaluation of the College Bound Program. It was designed to enhance the cognitive abilities of 9,300 high school students who were eligible for Title I funds. The program was conducted in 24 high schools with approximately one fourth of the subjects at each grade level. The evaluation was designed to investigate the effectiveness of the reading, mathematics, science, social science, and bilingual components of the program. Test results revealed that the project improved standardized test scores in all areas. Statistically significant gains were obtained for the reading, mathematics, social studies, science, bilingual reading, and bilingual science components for all grade levels and for the ninth grade bilingual social science component. (Author/AM)

0029 ED 135 921

Lohman, Maurice A.

Bilingual Pupil Services; School Year 1974-1975.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date—75

Note--110p.; Appendix A and B are marginally legible due to the print quality of the original document; New York City Board of Education Function No. 09-51698

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Bilingual Education, Bilingualism, *Bilingual Students, Bilingual Teachers, English (Second Language), Inservice Education, Mathematics Instruction, *Non English Speaking, Paraprofessional School Personnel, Reading Skills, *Spanish Speaking

Identifiers—*Elementary Secondary Education Act Title I, *New York (New York)

This report contains a description and evaluation of the Bilingual Pupil Services Program, operated by the New York City Board of Education, Office of Bilingual Education. The basic goal of the program was to improve the reading and mathematics abilities of Hispanic non-English speaking pupils and Hispanic English speaking pupils who were one or more years behind in reading and mathematics achievemnt as measured by teacher made and/or standardized tests. The program served 2061 pupils in 32 public schools in 13 community school districts. The program provided in-service training to paraprofessionals who assisted the regular classroom teacher by providing small group instruction. A copy of a test on teaching reading to the bilingual learner is included in an appendix. (Author/AM)

0030 ED 135 922

Strum, Irene

Bilingual Program In Auxiliary Services for High Schools; School Year 1975-76.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date—76

Note--42p.; New York City Board of Education Function No. 09-67604

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Bilingual Education, *Compensatory Education, *English (Second Language), High Schools, *High School Students, Mathematics Instruction, Non English Speaking, Reading Instruction, Secondary Education

Identifiers—Bilingual Education Act 1968, *Elementary Secondary Education Act Title VII, *New York (New York)

The bilingual program of the Auxiliary Services for High Schools (ASHS) provides an alternative educational system in New York for students who are bilingual or speak no English but do speak Spanish, French, Italian, Greek or Chinese. The program's primary purpose is to prepare pupils for the General Education High School Equivalency (HSE) examination in English or Spanish; therefore reading and mathematics skills are emphasized. An English as a Second Language (ESL) component is included for the improvement of English skills. The bilingual program uses native or dominant languages to improve competency in reading, mathematics, and social studies. Participants are helped to keep their cultural heritage. In the 1975-1976 school year there were 12 bilingual centers. The results of the evaluation showed that the basic evaluation objectives were achieved by students for whom data was available. English reading improved significantly. Reading in the native or dominant language and in mathematics showed a significant gain. For students whose HSE results were known, approximately 80 percent passed. (Author/JM)

0031 ED 135 923

Soles, Stanley

Bilingual Program in Auxiliary Services for High Schools; School Year 1974-75.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date—75

Note--50p.; Not available in hard copy due to marginal legibility of original document

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Bilingual Education, Cognitive Objectives, *English (Second Language), *High Schools, Languages, *Non English Speaking, Reading Achievement, *Reading Centers, Reading Programs, Reading Skills, Secondary Education

Identifiers—*Auxiliary Services for High Schools, *New York (New York)

This report describes and evaluates the bilingual program of the Auxiliary Services for High Schools (ASHS) Program in the New York City Schools for the 1974-75 school year. In 1974-75 there were 12 centers for this program distributed throughout all boroughs of New York City. Spanish was offered in nine of the programs, French in two, Greek in one, and Italian in one. The bilingual program provided for the development of increasing English skills through English as a Second Language (ESL) instruction. Beyond the ESL instruction, the bilingual program used the native or dominant language of the students to develop competencies in areas of reading development, math, science, social studies, and several other areas. Some students in Spanish were prepared for the General Education High School Equivalency Exam in English or Spanish versions. The program emphasized bilingual guidance and counseling for both academic and vocational needs of students. About 1,397 students were served by the bilingual program in the 1974-75 school year. Among the major findings of the evaluation are the following: 1) students for whom completed test results were analyzed showed significant gains in reading scores, 2) reading in native languages showed significant gains in each of the languages for which test results were completed, 3) achievement in mathematics among the 12 centers showed significant differences with the exception of one school, and 4) for those students whose results were known, over 80% of the students who took the high school equivalency examination passed. (Author/AM)

0032 ED 136 460

McKnight-Taylor, Mary

Summer Program for Hospitalized Handicapped Children, Summer 1975. Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.—B/E-09-61607

Pub Date—[75]

Note--44p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors--Elementary Education, Exceptional Child Research, *Handicapped Children, *Hospitalized Children, *Hospital Schools, Individualized Instruction, Program Descriptions, *Program Evaluation, *Reading Instruction, *Urban Programs

Identifiers—New York (New York)

Presented is an evaluation of a program designed to provide intensive reading instruction to individual hospitalized, handicapped children in New York City. The project is noted to have served 375 children in 22 hospital settings and involved 32 teachers. Reported are findings indicating that approximately 92% of the pupils mastered at least one objective which they did not master prior to the program, and that 53% of the pupils mastered at least 76% of the instructional objectives to which they were exposed after having demonstrated previous non-mastery. Among listed recommendations are that the program be refunded and the budget be increased. Appended materials include the CROFT reading test forms, sample evaluation forms, and data collection forms. (IM)

0033 ED 136 461

Lodato, Francis J.

An Evaluation of Outreach Program for Disadvantaged Mentally Retarded Children. 1974-1975 School Year. Evaluation Report. Function No. 09-56607.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date—[75]
Note--13p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Community Services, *Delivery Systems, *Disadvantaged Youth, Exceptional Child Research, *Mental Retardation, Outreach Programs, Program Descriptions, *Program Evaluation, *Urban Programs
Identifiers—New York (New York)

Presented is an evaluation of a program serving 373 disadvantaged mentally retarded children in New York City to provide services in the areas of health, physical and emotional, education, social and recreational needs. Reported are findings indicating that 94% of the Ss had 60% of or more of their unmet needs satisfied and that 65% of the Ss had 100% of their current unmet needs satisfied. Recommendations listed include that the program be continued for 1975-76, that the program be expanded to all school districts in New York City, and that the program be funded throughout the summer. (IM)

0034 ED 136 462

Fryburg, Estelle L.

Individualizing Instruction for Physically Handicapped and Mentally Retarded Children in Special Schools. School Year 1974-1975. Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Report No.—B/E-09-51696
Pub Date—[75]
Note--52p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Exceptional Child Research, *Handicapped Children, *Individualized Instruction, *Mathematics, Paraprofessional Personnel, Program Descriptions, *Program Evaluation, *Reading Instruction, Remedial Programs, Special Programs, *Special Schools, Urban Programs
Identifiers—New York (New York)

Presented is an evaluation of a program providing physically handicapped and mentally retarded children (4-21 years old) in 19 special educational facilities in New York City with an intensive remedial program in reading and mathematics. The program, involving instruction by paraprofessionals of a minimum of 1/2 to 1 hour each week for a total of minimum of 40 hours for each participant (except in hospital shcools where the minimum was 20 hours), is noted to have met all of the objectives with significant demonstrated gains by the Ss in achievement and social-emotional development. Listed recommendations include the recycling of the program, continuation of the paraprofessional in the trainer role, and improvement of diagnostic and prescriptive programming. Findings are provided in tabular form and test results are appended. (IM)

0035 ED 136 463

Levy, Marguerite F.

Individualized Instruction for Handicapped Students in Special Schools (Part C). School Year 1975-1976. Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Report No.—B/E-09-69698
Pub Date—[76]
Note--36p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Exceptional Child Research, *Individualized Instruction, *Mathematics, *Mental Retardation, *Paraprofessional Personnel, Program Descriptions, *Program Evaluation, *Reading Instruction, Rehabilitation Centers, Remedial Programs, Special Programs, Teaching Methods
Identifiers—New York (New York)

Presented is an evaluation of a program providing mentally retarded students in two occupational training centers who were two or more years retarded in reading and/or mathematics with individual or small-group instruction supplementing the basic program. It is noted that 110 participants were given 2 hours, 15 minutes a week instructional time by paraprofessionals and teachers. An additional objective of the program is reported to have been providing for the training of paraprofessionals, workshops for paraprofessionals and teachers, and development of behavioral objectives and innovative teaching methods. Among findings listed are that all program objectives were met and that the program proved effective in meeting the needs of this population of students for individualized instruction. Recommendations include that the program be continued, that procedures be flexible to allow experimentation, and that time be allotted for informal discussions. Appended items include a pupil profile, progress report, and tabulated data. (IM)

0036 ED 136 464

Hicks, John S.

Individualized Instructional Program for Emotionally Disturbed Children Unable to Participate in Formal Educational Programs. (Title VI) School Year 1974-75. Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report No.—B/E-09-56606
Pub Date—[74]
Note--21p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Attendance, *Emotional Disturbances, Exceptional Child Research, *Individualized Instruction, *Mathematics, Program Descriptions, *Program Evaluation, *Reading Instruction, Remedial Instruction, *Residential Programs
Identifiers—New York (New York)

Presented is an evaluation of a program designed to provide individualized instruction for 28 seriously emotionally disturbed students in a residential psychiatric program in New York City. Findings are reported to indicate that the program met its objectives in producing significant growth in both reading and math achievement, and additionally produced over 100% improvement in attendance. It is noted that efforts were made by the hospital team to keep and maintain contact with school programs outside of the hospital to which the students would be returning. Listed recommendations include that objectives in reading and math be defined in terms of the historical regression formulas, that instruments used for data collection be improved, and that funding for the program be modified. Data forms are appended. (IM)

0037 ED 136 465

Gottlieb, Jay

Transitional Classes Program. School Year 1975-1976. Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date—[76]
Note--55p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Arithmetic, Elementary Secondary Education, *Emotional Disturbances, *Program Descriptions, *Program Effectiveness, Program Evaluation, *Reading Improvement, Reading Instruction

Described is the Transitional Classes Program for emotionally disturbed children 7-17 years old. It is explained that individual or small group sessions based on individualized programs are conducted daily to improve reading and math skills. Program evaluation findings are reported, including an improvement in six specified reading and six math objectives for students who participated for the entire year, and a mastery of nearly 100% of the instructional objectives students were taught. Appended are tables with student performance data from the Random House Criterion Reading Test and the American Guidance Associates Key Math Test. (CL)

0038 ED 136 466

Ellis, Ronald S.

Summer Program for Autistic Children, Summer 1975. Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date—[75]
Note--33p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Autism, Elementary Education, Emotional Disturbances, *Program Descriptions, *Program Evaluation, *Summer Programs

An evaluation report is presented for a 1975 summer program for 25 6- to 12-year-old autistic children in New York City. Evaluative procedures are described, and student ratings in four skill areas (basic life skills, orientation to learning, cognitive skills, and socialization) are explained. Final results are said to indicate that all Ss demonstrated no decrease in performance in the four areas. Appended are an observation report form, the rating scale used in the evaluation, and a list of classroom activities. (CL)

0039 ED 136 479

Silverman-Dresner, Toby

Pre-Placement Program for Severely Multi-Handicapped Blind Children. 1974-1975 School Year. Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date—[75]
Note--17p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Blindness, *Daily Living Skills, Exceptional Child Services, *Multiple Disabilities, *Parent Participation, Preschool Education, Program Effectiveness, *Program Evaluation

Presented is an evaluation of a pre-placement program designed to improve the performance of 15 multi-handicapped blind children (4-10 years old) in activities of daily living, and to involve the parents in the children's education. Among findings reported are that all but one of the Ss improved in activities of daily living as measured by the rating scale. It is recommended that the program be continued and that staff suggestions be incorporated into future programming. Test results are presented in tabular form. (IM)

0040 ED 136 480

Chorost, Sherwood B.

Summer Program for Reading and Mathematics for Handicapped Pupils in Special Education Classes (DSEPPS) (Severely Emotionally Handicapped, Hearing Impaired, Multiply Handicapped, Pre-Placement) Summer 1975. Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date—[75]
Note--51p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Arithmetic, *Criterion Referenced Tests, Early Childhood Education, Elementary Secondary Education, Emotional Disturbances, Exceptional Child Research, Field Trips, *Handicapped Children, Hearing Impairments, *Individualized Instruction, Multiple Disabilities, Program Descriptions, *Program Evaluation,

Reading Difficulty, Recreational Activities, Socialization, *Special Classes, *Summer Programs

Presented is an evaluation of a summer program which consisted of individualized and small group instruction in reading and arithmetic, recreational activities, and field trips designed to promote academic and socialization skills for 506 handicapped children. The program is noted to have had four components: severely emotionally handicapped, hearing handicapped, multiply handicapped, and preplacement (multiple learning disordered). Among findings and conclusions discussed are that at least 93% of the children met at least one instructional objective; that the children received outstanding instructional experiences; and that the exemplary program performance is based, in large part, upon the system of setting concrete instructional goals for each child (criterion referenced testing). Also identified as contributory to the program's success were excellent staff skills which provided enthusiastic learning environments, and the concept of breaking the instructional day into academic and recreational segments. Appended materials include descriptions of the criterion referenced tests used and results in tabular form. (IM)

0041 ED 136 481

Abordo, Enrique J.

Summer Program of Reading and Mathematics for Handicapped Pupils in Special Education Classes (Neurologically Impaired - Emotionally Handicapped, Emotionally Handicapped - A and B Classes, Neurologically Impaired and/or Severely Physically Handicapped, and the Demonstration Classes for the Teacher Training Institute). Summer 1975. Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date—[75]
Note--122p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Criterion Referenced Tests, Elementary Secondary Education, Emotional Disturbances, Exceptional Child Research, *Handicapped Children, *Individualized Instruction, Language Skills, Mathematics, Neurological Impairments, Physical Disabilities, Program Descriptions, *Program Evaluation, Reading, Severe Disabilities, *Summer Programs
Identifiers—New York (New York)

Evaluated was a summer program in reading and mathematics for handicapped pupils in special education classes designed to maintain and improve these skills through individualized and small group instruction. Initial diagnostic testing using criterion-referenced tests indicated target areas for basic skills instruction, which was implemented through the use of a prescriptive multi-modal teaching method. After retesting, for each of the four components involved–neurologically impaired/emotionally handicapped, emotionally handicapped (A and B classes), neurologically impaired and/or severely physically handicapped, and emotionally handicapped and neurologically impaired (demonstration classes)–it was found, in respective order, that 91%, 77%, 85%, and 78% of the students mastered at least one math objective; and 93%, 78%, 87%, and 61% mastered at least one language objective. Furthermore, the results indicated that in either category the majority of participants could obtain from one to four instructional objectives. (Appended materials include behavioral objectives used and results in tabular form). (Author/IM)

0042 ED 136 482

Miller, Martin B.

Summer Program of Reading and Mathematics for Handicapped Pupils in Special Education Classes: Speech/Language Impaired Pupils and Mentally Retarded Pupils. Summer 1975. Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date—[75]
Note--53p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Criterion Referenced Tests, Early Childhood Education, Elementary Secondary Education, Exceptional Child Research, Handicapped Children, *Individualized Instruction, *Language Handicaps, Mathematics, *Mental Retardation, Program Descriptions, *Program Evaluation, Reading, Recreational Programs, Socialization, Special Classes, *Speech Handicaps, *Summer Programs

Evaluated was a summer program of reading and mathematics for handicapped pupils in special education classes consisting of two components: the speech/language impairment component, including 377 students, and the component for mentally retarded pupils, including 315 students. The speech/-language component, designed to improve academic skills through individual or small-group instruction, lacked good definition of the relationship between speech/language improvement concerns and attempts to improve reading skills and did not meet the evaluation objective of mastery of at least one instructional objective by 70% of the pupils. The mental retardation component, largely social-recreational in design, exceeded the evaluation objective of mastery of at least one instructional objective formerly failed by 70% of the pupils, with nearly 88% mastering at least one new objective. However, higher-functioning pupils were restricted due to an insufficiency of range in portions of the training/assessment technique. (Criterion-referenced testing is explained, and results are appended in tabular form.) (Author/IM)

0043 ED 136 483

Siperstein, Gury N.

Supplementary Reading and Mathematics Instructional Skills Program for Handicapped Children. School Year 1974-1975. Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date—[75]
Note--58p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Elementary Secondary Education, Exceptional Child Research, *Handicapped Children, *Individualized Instruction, Mathematics, *Program Descriptions, *Program Evaluation, Reading, Skill Development, Special Programs, *Supplementary Education

Presented is the evaluation of a program designed to improve the skills of 2,700 handicapped students (5-16 years old) in the areas of reading and mathematics, using intensive individual and small group instruction and supplementing the special education academic program. Among findings listed are that brain-injured and physically handicapped children, particularly those in elementary grades, made significant academic gains; and that the program varied according to program site. Among recommendations noted are that receiving schools cooperate with the program teacher and teacher trainer in providing supplementary instruction, that orientation and in-service training for teachers be held throughout the year, and that teachers be provided with a curriculum package. Appended materials include a classroom observation profile and test results in tabular form. (IM)

0044 ED 136 484

Gottlieb, Jay

Supplementary Reading and Mathematics Instructional Skills Program for Handicapped Children (1974-1975). Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date—[75]
Note--24p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Emotional Disturbances, Exceptional Child Research, Handicapped Children, *Individualized Instruction, Mathematics, *Mental Retardation, *Neurological Impairments, Program Descriptions, *Program Evaluation, Reading, Skill Development, *Supplementary Education
Identifiers—New York (New York)

Evaluated was a program designed to provide individualized supplementary instruction in reading and mathematics for two populations of handicapped children–mentally retarded and neurologically impaired-emotionally handicapped in 34 schools in New York City. Among findings were that statistically significant gains were made on both reading and mathematics subtests of the Wide Range Achievement Test, and that problems were of an administrative nature and easily correctable. Recommendations included that teachers be given more latitude in deciding on the children eligible and amount of instruction each pupil would receive, that only experienced teachers be hired, that teacher trainers have a more defined job role, and that physical space allocations be carefully examined. (Test results are appended.) (IM)

0045 ED 136 485

Ramsay, James G.

DSEPPS Supplementary Reading Program for Handicapped Children 1975-76. Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date—[76]
Note--50p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Diagnostic Teaching, *Educational Objectives, Elementary Secondary Education, Exceptional Child Research, *Handicapped Children, *Program Evaluation, *Reading Programs, Remedial Reading, *Research Design, Statistical Data
Identifiers—New York (New York)

Reported is the evaluation of the Division of Special Education and Pupil Personnel Services (DSEPPS) 1975-76 Supplementary Reading Program for Handicapped Children which operated in 43 schools in New York City and served 1,578 children (5-16 years old) through two agencies–the Bureau for the Education of the Physically Handicapped (BEPH) and the Bureau for Children of Retarded Mental Development (CRMD). The reading program is noted to have employed a repeating sequence of diagnosis, prescription, remediation, and evaluation. Among the evaluation objectives listed were statistically significant improvement of Ss in their reading grade level and mastery of eight previously failed instructional objectives in reading. Findings are reported in terms of evaluation objectives, field evaluation check list, discrepancy analysis, and recommendations from the prior year's evaluation. It is concluded that the DSEPPS Reading Program did produce statistically significant improvement in children's reading level; that it was not demonstrated that 70% of any of the groups of children were able to master eight or more instructional objectives from the California Prescriptive Reading Inventory; that for the majority of children, participation in the program resulted in the mastery of instructional objectives which were failed on the pre-test; and that the program coincided with the project proposal. Tables with statistical data are provided; and appended materials are given which include a sample information report form, a data loss form, and a program abstract. (SBH)

0046 ED 136 486

Miller, Martin B.

Mainstreaming-Supportive Educational Services for the Learning Disabled (DSEPPS) 1975-1976. Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date—[76]
Note--24p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Education, Exceptional Child Research, *Individualized Instruction, Learning Disabilities, *Mainstreaming, *Neurological Impairments, *Program Evaluation, *Resource Centers, Resource Teachers, Teachers

Evaluated was the program, which followed the resource room model, to provide supplementary individual and small group instruction to 360 mainstreamed children (in grades k-6) diagnosed as neurologically impaired. Aside from providing direct instructional services, program teachers consulted with regular class teachers about problems for students of mutual concern. Evaluation of this program requirement (consultation) showed that the quality of consultation varied as an apparent joint function of program teachers' experience and the extent of support given the program by school administrators in the various centers. Program objectives of significantly improved reading and mathematic skills for participating students were generally achieved. (Author/SBH)

0047 ED 136 487
Weinstein, Sanford
Diagnostic and Remediation Program to Ameliorate the Reading Disabilities of JHS CRMD Pupils, February-June, 1975. Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date—[75]
Note--25p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Diagnosis, Exceptional Child Research, *Individualized Instruction, Intermediate Grades, Junior High Schools, Mental Retardation, *Mild Mental Retardation, *Program Evaluation, *Reading Difficulty, Reading Programs, *Remedial Reading, *Success, Teaching Methods
Identifiers—New York (New York)

Evaluated was a project designed to provide a supplementary individualized reading remediation program for 1,221 educable mentally retarded students (12-16 years old) from 41 intermediate or junior high schools in New York City. The project goal was to diagnose the reading disabilities of the students, raise their level of reading proficiency, and ameliorate their reading disabilities. Teaching methods included one-to-one and small group instruction, and the use of multisensory instructional materials and equipment. Using pre- and post-test evaluation, it was determined that student participants in the program succeeded in raising their levels significantly beyond the level anticipated had they not participated. It was also found that diagnostic procedures were universally applied and utilized. And fianlly, it was found that delays in funding shortened the treatment period, and that difficulties in hiring prevented much contribution by psychological support personnel to the success of the program. The aspects of the program which were observed to account for the highly positive results were the individually tailored remediative efforts made possible by small group and one-to-one instruction, and the skill with which teachers executed both diagnostic and remediative tasks. (Author/SBH)

0048 ED 136 488
Ellis, Ronald S.
Summer Pre-Placement Program for Severely Multihandicapped Blind Children. Summer 1975. Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date—[75]
Note--33p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Children, Communication Skills, Exceptional Child Research, *Individualized Programs, Mobility, *Multiple Disabilities, *Parent Participation, Perceptual Development, *Program Evaluation, Psychomotor Skills, *Rehabilitation Programs, *Severe Disabilities, Social Development, Summer Programs, Young Children
Identifiers—Personal Independence

Evaluated was the Summer Pre-Placement Program for Severely Multihandicapped Blind Children, designed to provide individualized programs for improving the performance of 16 children (4-11 years old) in the following areas–communication skills, vision training, psychomotor and perceptual training, social development, ambulation, self-dependence, self-awareness, and awareness of others. Objectives of the evaluation were to determine if the performance of a majority of students improved across all items at least one scale point in the areas mentioned above, and to determine if parents were involved in the educational and emotional needs of the children and the rehabilitation methods employed. Findings showed that although the project's first objective was not met, no child decreased in terms of the areas under consideration and parents were involved in the program. (Appended are the rating scale, a sample interview schedule, responses to telephone interviews, observation report forms, and a daily schedule.) (SBH)

0049 ED 136 489
Ellis, Ronald S.
Summer Education Program for Neurologically and Physically Handicapped Children. Summer 1975. Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date—[75]
Note--35p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Daily Living Skills, Elementary Secondary Education, Exceptional Child Research, Learning Disabilities, Motor Development, *Neurological Impairments, *Parent Participation, *Physical Disabilities, *Program Evaluation, *Rehabilitation Programs, Social Development, *Summer Programs, Swimming

Evaluated was the Summer Education Program for Neurologically and Physically Handicapped Children, designed to improve the performance of 145 children (6-16 years old) in the following areas–gross motor skills, swimming, fine motor skills, socialization with nonhandicapped peers, and independent daily living skills. The program included the following activities: pool hydrotherapy and swimming instruction, physical and occupational therapy, reading and mathematics instruction, arts and crafts, music, instruction in game skills, field day competition, and encouragement of parents to assist and participate in the program. Findings indicated that the program met its objectives of demonstrating a statistically significant improvement of its participants in program skill areas; and that the program as implemented coincided with the program as described in the proposal. (Appended materials include sample observation report forms, the rating scale, a schedule of daily activities, a sample parent questionnaire, and the program abstract.) (SBH)

0050 ED 136 490
Hollinshead, Merrill T.
Pre-School Program for Emotionally Disturbed, Language and Perceptually Impaired Children (Title VI) Evaluation Period (December 1974-June 1975). Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date—[75]
Note--24p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Emotional Disturbances, Exceptional Child Research, *Identification, *Intervention, Language Acquisition, *Learning Disabilities, Perceptual Motor Coordination, Preschool Education, *Program Evaluation, *Remedial Programs, Social Adjustment, Speech Improvement

Evaluated was a program designed to make an early diagnosis of the emotional problems and learning disabilities of 40 preschool children, and to furnish educational interventions so that these problems might be ameliorated before the children enter formal schooling. The program centered around speech and language, perceptual-motor activities, and adjustment to peers and adults. Evaluation objectives focused on assessment of improvement of 50% of the participants in areas of language, perceptual-motor development, social and emotional behavior, and attitudes toward and relationships with adults in the educational setting. Pre- and post-test data revealed that statistically significant differences in the direction of gains and improvement were obtained. There was also close agreement between staff members that over 75% of the children had improved moderately or markedly in attitudes toward and relationships with adults. (Among appended materials are statistical data and a sample form used to collect ratings of improvement.) (SBH)

0051 ED 136 491
Berger, Barbara
Teacher Training and Program Development in Motor Education for Handicapped Children in New York City Elementary Schools. September 1974-June 1975. Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date—[75]
Note--29p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Elementary Secondary Education, Exceptional Child Research, *Handicapped Children, *Inservice Teacher Education, Mainstreaming, *Parent Education, *Perceptual Motor Coordination, *Program Evaluation, *Sensory Training
Identifiers—New York (New York)

Evaluated was a program designed to improve the perceptual, motor/sensory skills of 1,002 handicapped children (5-21 years old) in New York City schools. Program components included motor education training for students, inservice training of classroom teachers and periodic teacher workshops, and parent education through workshops and specially designed training materials. Findings showed that students made significant gains in motor skills as a result of training; that a positive training effect was also evident for classroom teachers; and that the program proved to have a comparable positive impact on parents as well. Recommendations were made that services be enlarged to include additional classes of learning disabled and blind students; and that the scope of teacher training be expanded. (Appended materials include sample data report forms; and copies of the Motor Proficiency Screening Test, the teacher questionnaire, and the parent questionnaire.) (SBH)

0052 ED 136 497
Dade County Procedures for Providing Special Education for Exceptional Students.
Dade County Public Schools, Miami, Fla. Div. of Elementary and Secondary Education.
Pub Date—Apr 76
Note--346p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors—Administration, *County Programs, *Due Process, Exceptional Child Education, *Handicapped Children, Program Descriptions, *Program Guides, *Special Education
Identifiers—*Florida (Dade County)

Described are procedures and policies of the Dade County Florida Public Schools regarding special education. Considered are nine basic areas: philosophy of the program (including an organizational chart and description of the case staffing procedure), due process guidelines (including review procedures and exclusion), contractual services (such as contracts with nonpublic schools), facilities, statistics covering programs and students, inservice education, federal programs, special state programs, and procedures for providing 12 county programs (including programs for the educable and trainable mentally retarded, the speech and language impaired, and the socially maladjusted). Suggested forms are included throughout the document. (CL)

0053 ED 142 703
Evaluation of Personalized, Individualized, Vocational Occupations Training. Final Report.
Philadelphia School District, Pa.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No.—498AH50297
Pub Date—Mar 77
Grant—G007500452
Note--85p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Academic Achievement, *Audiovisual Instruction, Bilingual Students, Comparative Analysis, *Conventional Instruction, Criterion Referenced Tests, *Curriculum Evaluation, Curriculum Research, *Educational Environment, Experimental Groups, High Schools, *Individualized Instruction, *Job Skills, Mild Mental Retardation, Regional Schools, Secondary Education, Spanish Speaking, *Vocational Education, Vocational Schools, Vocational Training Centers
Identifiers—Pennsylvania (Philadelphia)

A study was conducted to determine whether or not the Personalized, Individualized, Vocational Occupations Training (PIVOT) materials developed by the School District of Philadelphia were capable of developing entry-level competency in secondary school students in a variety of educational settings (comprehensive high schools, an occupational school for educable mentally retarded, a skills center, and an area vocational-technical school) and subject areas (nurse's aide, industrial electricity, automotive mechanics, and machine tool trades). Experimental classes, using the PIVOT materials, were taught by means of individual sound-on-slide projectors, while control classes were taught the same material by conventional methods. Comparison of rates of success on a criterion task in each subject area proved the PIVOT method capable of developing entry-level competency in each setting. No significant differences were detected however between effects of the PIVOT materials and conventional methods except for educable mentally retarded students, who learned significantly better with the PIVOT materials. Repetition of the experiment with larger groups of students is recommended. Appendixes, which comprise three-fourths of the document, include lists of PIVOT units, the criterion tasks and checklists for units used in the research, the rating form for individual slides and definitions of possible defects, samples of printed materials used with the PIVOT units, and the research questionnaires. (Author/BM)

0054 ED 142 782
Career Education Resource Units: Grade: Special Programs.
Newark School District, Del.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Mar 76
Note--138p.; For related documents see ED 122 041 and CE 011 889-896
Pub Type -- Guides - General (050)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Behavioral Objectives, *Career Awareness, *Career Education, *Criterion Referenced Tests, Curriculum Guides, Elementary Education, Elementary School Curriculum, *Fine Arts, Humanities, Individual Development, Integrated Curriculum, *Learning Activities, Learning Laboratories, Physical Education, Primary Education, *Resource Centers, Resource Materials, Resource Units, Self Concept, Special Education, Teacher Developed Materials, Unit Plan, Vocational Education

The units contained in this guide are intended primarily as resource materials to assist elementary school teachers in identifying units into which career awareness concepts can be infused and also in identifying instructional activities that correlate basic skills and career education objectives. Introductory information includes a definition of career education and an outline of goals for elementary career awareness. The units are designed to be appropriate for multigrade activities, from kindergarten through grade 5. There are 21 units relating to the fine arts (art, music, theater), 7 units relating to physical education, 4 units relating to special education (listening and speaking skills, personal health, self-awareness, and the resource classroom as a laboratory in vocational training), and 9 units relating to career centers. Each unit contains the following: An overview, content outline, unit objectives, and unit description, which provides criterion referenced objectives, learning activities, and a list of materials. Materials listed are teacher references, children's books, study prints, kits, films, filmstrips, records and songs, and classroom materials and equipment used in the activities. Additional evaluation suggestions are included for some units. A list of unit authors and their schools concludes the guide. (TA)

0055 ED 143 122
Title IX: Questions, Answers and Comments.
Los Angeles Unified School District, Calif.
Pub Date—Aug 76
Note--76p.; For a related document, see EA 009 768
Pub Type— Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Athletics, Awards, Courses, Educational Facilities, *Elementary Schools, Elementary Secondary Education, Employment, Extracurricular Activities, *Federal Legislation, Guides, *Nondiscriminatory Education, Physical Education, *Secondary Schools, *Sex Discrimination, Student Organizations, Textbooks
Identifiers—*Los Angeles City Schools CA, *Title IX Education Amendments 1972

This guide is intended to answer questions from parents, students, community members, and school staff members concerning the Title IX requirement that schools provide equal educational and employment opportunity for both sexes. Compiled for the Los Angeles Unified School District, the answers and comments contained in this paper are potentially valuable to other school districts as well. The major areas covered include student activities, athletics, student organizations, courses, student and staff employment, school facilities, student awards and honors, physical education, and textbooks and instructional materials. Also discussed are counseling materials and practices, student dress codes, student records, sex education, discipline, scholarships, pregnant students, and grievance procedures. (Author/DS)

0056 ED 143 229
Alston, Herbert L.
Title IV-C Pilot Program: An Educational Needs Projection Model. Project Report. Estimates of Personnel Needed and Costs of HISD Bilingual Education Programs.
Houston Independent School District, Tex.
Pub Date—4 Mar 77
Note--39p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Bilingual Education, Cost Effectiveness, *Cost Estimates, Educational Finance, Educational Legislation, *Educational Needs, Educational Planning, Models, *Personnel Needs, *Program Costs, *School Personnel

The general purpose of this project (Title IV-C Pilot Program: An Educational Needs Projection Model) is to develop procedures for forecasting the personnel needed by the school district for a five-year period in response to current and expected legislation, changing student population, etc. During the first project year, 1976-77, emphasis is placed on forecasting the personnel needed for mandated bilingual education programs. This report summarizes the "Bilingual Education Cost Analysis," by Cardenas, Bernal and Kean (1976 a, 1976 b); presents a cost analysis of the Houston ISD bilingual education programs based on existing programs; presents initial estimates of personnel needs and costs for the Houston Independent School District; discusses the use of these estimates in an Educational Needs Projection Model; and includes two appendices, one comparing the Cardenas et al and the Alston bilingual education cost analyses, and the second on the ENP models. (Author/AM)

0057 ED 143 435
Lukshus, Anne M.
Follow Through Pupil Absence Rates in Philadelphia, 1974-1975. Report No. 7701.
Philadelphia School District, Pa. Office of Research and Evaluation.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Jun 76
Grant—OEG-G-007502171
Note--63p.; For related documents, see ED 131 095, ED 132 174, ED 136 941-942, ED 137 317, ED 137 407, PS 009 461-462
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Attendance, *Attendance Patterns, Attendance Records, Comparative Analysis, *Compensatory Education, *Demonstration Programs, *Early Childhood Education, Early Experience, Program Evaluation, Truancy
Identifiers—Pennsylvania (Philadelphia), *Project Follow Through

Absence data from the Follow Through program in 18 Philadelphia public schools over the 1974-75 school year are presented according to grade, model and total program. The report, covering grades K-3, examines both overall absence patterns and differences in absence patterns of pupils with and without previous Head Start or equivalent experience. From a frequency distribution of data obtained, six absence intervals were established, ranging from no absences to more than 75. The six intervals were recorded for the total population (ALL) and two subgroups: pupils with previous Head Start or equivalent experience (HS) and those without such exposure (NHS). Across models, absence rates at every grade level were lower for HS pupils and higher for NHS students, as compared to ALL pupils. Within individual models, the difference between HS and NHS pupil absenteeism was notable, frequently 20 or more percentage points in favor of the HS group. HS pupil attendance rates were significantly better than NHS rates of all grade levels in four of the seven models, at three grade levels in one model, and at two grade levels in two models. Model programs were: EDC (Educational Development Center), Bank Street, Behavior Analysis, Philadelphia Process, Parent Implemented, Bilingual, and Florida Parent. Tables and graphs comprise approximately half of this report. (Author/BF)

0058 ED 143 436
Lukshus, Anne M.
Continuance and Transience Among Teachers and Pupils in the Follow Through Program in Philadelphia, 1971-1975. Report No. 7709.
Philadelphia School District, Pa. Office of Research and Evaluation.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Jul 76
Grant—OEG-G-007502171
Note--51p.; For related documents, see ED 131 095, ED 132 174, ED 136 941-942, ED 137 317, ED 137 407, PS 009 460, PS 009 462
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Comparative Analysis, *Compensatory Education, *Demonstration Programs, *Early Childhood Education, *Faculty Mobility, Program Evaluation, *School Holding Power, *Student Mobility, Student Teacher Relationship
Identifiers—Pennsylvania (Philadelphia), *Project Follow Through

This report on Follow Through teacher and pupil retention in 18 Philadelphia public schools presents continuance-transience data for the school years 1971-72 through 1974-75. Data are summarized by program model and by total program, with teacher numbers and percentages for each model aggregated by grade (K-3) as well. There were 350 teachers assigned to the Follow Through program during the four-year span who remained at least five months in each year after assignment; of these, 59% continued through 1974-75. Of the 7,936 pupils entering the program during the four years and remaining at least five months in their initial year, 64% continued through 1974-75. Pupils with Head Start or equivalent experience continued in the program at a significantly higher rate than non-Head Start children, in both total program and individual models. Of the seven program models–EDC (Educational Development Center), Bank Street, Behavior Analysis, Philadelphia Process, Parent Implemented, Bilingual, and Florida Parent–the Philadelphia Process model had the highest teacher-retention rate (73%), while the Florida Parent model showed most teacher mobility (46%). Highest continuance rates for all pupils were consistently found in the Bank Street model, with the Florida Parent and Bilingual models showing most pupil mobility. It is concluded that (1) the teacher retention rate is sufficiently high to ensure continuity of treatment, and (2) pupils remain in the program over a sufficient amount of time to receive its planned benefits. (Author/BF)

0059 ED 143 561

Career Motivation Activities Guide, 4th through 6th Grade.

Toledo Public Schools, Ohio.
Pub Date—75
Note--180p.; Best copy available
Pub Type— Guides - General (050)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Activity Units, Affective Objectives, *Career Awareness, Career Development, *Career Education, Career Guidance, Career Planning, Curriculum Guides, Decision Making, Educational Objectives, Elementary Education, Goal Orientation, Grade 4, Grade 5, Grade 6, Grade 7, Interdisciplinary Approach, Language Arts, Learning Activities, Sciences, Self Concept, *Skill Development, *Social Studies, Special Education, Student Motivation, *Units of Study

The activities guide is intended primarily to assist teachers in grades 4-7 in teaching career awareness concepts. Instructional activities correlate basic skill and career education objectives. The 29 units cover topics related to social studies (self-awareness, the community, the school, transportation, the environment, family roles, economic concepts, advertising, and politics) and science (nutrition, food production, and physiological functions). Material from the fields of art, language, math, and home economics is also incorporated into the units. The final chapter presents career awareness activities and materials for special students in multiple grade levels. Topics include family roles, the rewards of work, accepting emotions, manners, and salaries. Each unit contains the following: grade level designation, area of interest, subject area, title, developmental and behavioral objectives, concepts, activities, media and materials, and evaluative comments by teachers who have previously used the unit. Materials listed are filmstrips, possible class speakers and topics, demonstration paraphernalia, classroom equipment, children's books, study prints, and miscellaneous materials used in the activities. Supplementary materials include grooming pointers, information on selling oneself to an employer, personal data sheet, and a sample employment form. (Author/DB)

0060 ED 143 700

Title I ESEA Projects: Digest of Annual Evaluations. Supplementary Edition 1976-77. Report No. 77131.

Philadelphia School District, Pa. Office of Research and Evaluation.
Pub Date—Mar 77
Note--65p.; For related documents, see ED 113 385, 115 678 and 137 366
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Abstracts, Annual Reports, *Compensatory Education, Disadvantaged Youth, Elementary Secondary Education, *Program Evaluation, *School Districts
Identifiers—*Elementary Secondary Education Act Title I, Pennsylvania (Philadelphia), *Philadelphia School District PA

This digest provides a historical summary of the key findings reported in the annual evaluations of each of the Philadelphia, Pennsylvania school district's Title I, Elementary and Secondary Education Act projects since 1975. The 1976-1977 management information, the 1975-1976 key findings, and the preliminary findings for 1976-1977 are presented. Title I projects evaluated here include Affective Education, Benchmark, Bilingual Education, Comprehensive Mathematics Project, Comprehensive Reading Project, Computer Managed Instruction, Counseling Services, Creative Dramatics, Education in World Affairs, Episcopal Academy: Summer Enrichment, English As A Second Language-Readiness, English to Speakers of Other Languages, Follow Through, Institutions for Neglected and Delinquent Children, Learning Centers, Meet the Artist, Motivation, Multimedia Center, Out-of-School Sequenced Science Experiences, School-Community Coordinator, Speech and Hearing, Summer Special Education, Walnut Center, Young Audiences, and Elementary Mathematics Classroom Aides. Note: Those interested in key findings prior to 1975 are referred to the Index Volume, Title I ESEA Projects: Digest of Annual Evaluations 1965-76. Report No. 7681 (ED 113 385). (MV)

0061 ED 143 713

Meyer, Jeanie Keeny Levine, Daniel U.

Concentrated Poverty and Reading Achievement in Five Big Cities.

Pub Date—8 Apr 77
Note--44p.; Paper presented at the Annual Meeting of the Educational Research Association (New York, N.Y., April 4-8, 1977) ; Best copy available
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Achievement Gains, *Elementary Education, *Ethnicity, *Low Achievement, Low Income Groups, Neighborhoods, Racial Factors, *Reading Achievement, *Urban Schools
Identifiers—Illinois (Chicago), Missouri (Kansas City), Missouri (Saint Louis), Ohio (Cincinnati), Ohio (Cleveland)

This study attempted to determine whether better predictions of school-level achievement scores than have been reported for big city school districts could be attained by determining whether concentrations of poverty and related social characteristics are related to achievement in such a way as to make it possible to identify specific threshold points below which urban schools are not functioning effectively. Data on school-level reading achievement were obtained from five big city school districts: Chicago, Illinois; Cleveland and Cincinnati, Ohio; and Kansas City and St. Louis, Missouri. For each city, data were obtained and coded for all elementary schools which included at least grades three through six and which reported achievement scores for most of the years included in the data set available in that city. Major findings were: (1) reading levels for elementary schools in the cities included in the sample are highly predictable based on knowledge of neighborhood characteristics excluding measures of race and ethnicity, (2) in general, the best predictor variables for a given city are relatively stable from year to year and across achievement measures, (3) neighborhood characteristics which best account for achievement differences among the schools in this study denote differing aspects of social status and urban organization, and (4) relationships found between neighborhood predictors and elementary school achievement indicate that concentrations of poverty and related characteristics such as high family disorganization and high population density are associated with low achievement in the public schools. (Author/AM)

0062 ED 144 182

Alston, Herbert L.

Title IV-C Pilot Program: An Educational Needs Projection Model. Project Report. Estimates of the Numbers of Limited-English-Speaking-Ability (LESA) Students in HISD (K-3).

Houston Independent School District, Tex.
Pub Date—15 Jul 77
Note--37p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*English (Second Language), *Models, *Needs Assessment, Program Descriptions, *Research Methodology, Sampling, Spanish Speaking, Statistical Analysis, *Tables (Data)
Identifiers—*Educational Needs Projection Model, Houston Independent School District TX

This publication discusses the development and use of an Educational Needs Projection (ENP) model designed to estimate the number of students "who have difficulty with instruction in English" in the Houston Independent School District. Unlike a state-mandated program that requires teachers and counselors to identify Limited English-Speaking Ability (LESA) students, the ENP model estimates the number of LESA students from questionnaires completed by a stratified random sample of students' parents. The author describes the sampling procedure, rate of questionnaire return, confidence limits, and planning use of the ENP model and presents a number of statistical tables containing data from a survey that used the ENP model to estimate the number of LESA students in grades 1-3. Also included are tables that present data on LESA students based on teachers' and counselors' evaluations. (JG)

0063 ED 144 389

Kwok, Irene Sung, Robert

A Multicultural Social Studies Series. Book 1. Europe.

San Francisco Unified School District, Calif. Chinese Bilingual Pilot Program.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date--77
Note--68p.; Best copy available
Pub Type— Books (010)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Asian Americans, Biculturalism, *Bilingual Education, *Chinese, Chinese Americans, Chinese Culture, Cultural Awareness, *Cultural Education, Elementary Secondary Education, *European History, *Instructional Materials, Learning Activities, *Social Studies
Identifiers—Elementary Secondary Education Act Title VII

The text is designed primarily for students who are continuing in the Chinese Bilingual Pilot Program, ESEA Title VII, at the seventh grade level. This text was written because there is an insufficient amount of Chinese bilingual materials in the area of social studies at the junior high school level. The two emphases of the Multicultural Social Studies Series are (1) Social Studies: geography, people, climate, and culture of the countries; and (2) Chinese Language Arts: vocabulary, reading and writing skills, oral language development and comprehension. This is the first book in the Multicultural Social Studies Series which also includes volumes on Asia, Latin America and Africa. These books are to be used in conjunction with the World Studies Inquiry Series. The same topics are covered in the World Studies Inquiry Series, which contain pictures and discussion of the subject matter in depth. There is a maximum of 200 words per lesson and 25 lessons per text. Main ideas were extracted from the World Studies Inquiry Series and rewritten in a form suitable for Chinese bilingual students. Each lesson has main terms listed bilingually, explanations in Chinese, questions for discussion and follow-up activities. Answers to questions are located in the back of the book. (Author/CFM)

0064 ED 144 705

A School and Home-Based Bilingual Education Model (Nursery School-Grade 3). End-of-Year Evaluation Report, 1976-77 (Second-Year Evaluation Study).

Askins (B.E.) and Associates, Lubbock, Tex.; Clovis Public Schools, N. Mex.; Texas Technological Coll., Lubbock.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.
Pub Date—Jun 77
Grant—GOO-7507036
Note--39p.; For related document, see ED 129 423
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Biculturalism, *Bilingual Education, Bilingual Students, *Demonstration Programs, Disadvantaged Youth, *Early Childhood Education, English (Second Language), Home Visits, Individual Development, *Intervention, Language Acquisition, Mexican Americans, Preschool Education, Primary Education, *Program Evaluation, Program Validation, Reading Achievement, School Readiness, *Spanish Speaking
Identifiers—*New Mexico

This report presents the results of an external evaluation of a model bilingual program for nursery school through third grade students in the municipal schools of Clovis and Portales, New Mexico. The project is divided into three programs–nursery school, kindergarten, and grades 1-3–designed to reach children with limited English-speaking ability from low-income families. Bilingual and bicultural materials were used to promote development of affective, cognitive, and psychomotor skills. This evaluation, which focused on stduent achievement in language development, reading and math skills, utilized a pre- and post-test design. Among the major findings: (1) Nursery school students made significant gains in language development (English and Spanish) and school readiness and indicated a positive growth in self-concept and personal development; (2) Kindergarten students made significant gains in language development (English and Spanish), school readiness and basic skills; (3) For Grades 1-3, significant differences between control and treatment students were found only for second grade Spanish and first grade reading achievement. These differences were in favor of the treatment group. An appendix to the report describes the instruments used in the evaluation. (Author/BD)

0065 ED 144 987

Title I ESEA Projects: Digest of Annual Evaluations 1965-1976. Report No. 7681.

Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date—Mar 76

Note--126p.; For related document, see ED 115 385

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Annual Reports, Basic Skills, *Compensatory Education, Computer Assisted Instruction, Counseling Services, Creative Dramatics, Disadvantaged Youth, Elementary School Science, Elementary Secondary Education, English (Second Language), Evaluation Methods, *Federal Programs, Mathematics, *Program Evaluation, Reading Instruction, Summer Programs, World Affairs

Identifiers—*Elementary Secondary Education Act Title I, Pennsylvania (Philadelphia), *Philadelphia School District PA

The major portion of this digest consists of brief descriptions of currently funded Elementary and Secondary Education Act, Title I projects in the Philadelphia, Pennsylvania public school system, from 1965 through 1976. Each description includes four sections: management information, project description, evaluation techniques and major findings on a year-by-year basis through January 1976. Preliminary findings are offered for the 1975-1976 school year. A list of 41 projects no longer funded under Title I appears in the Appendix. (MV)

0066 ED 145 014

Collister, Larry

A Narrative Account of the Development of Desegregation Goals for the Seattle School District, 1970-1975.

Seattle Public Schools, Wash.

Report No.—75-29

Pub Date—Dec 75

Note--77p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Community Involvement, Community Planning, *Desegregation Plans, Educational Policy, *History, Policy Formation, *Public Schools, *School Desegregation, *School Districts

Identifiers—Seattle Public Schools WA, *Washington (Seattle)

This paper presents a narrative account of desegregation goals for the Seattle school district for the period dating from 1970-1975. During this time, major policy decisions were made by the school board establishing district policy on desegregation. The Citizens Committee for Quality Education played a primary role in developing recommendations which the board used in adopting its original goals in 1970. There was an important response from Citizens Against Mandatory Bussing. The Citizens Advisory Councils were important in the development of district policy, although no single advisory council offered a plan which prevailed at the end. (Author/AM)

0067 ED 145 044

School Desegregation in Minneapolis, Minnesota: A Staff Report of the U.S. Commission on Civil Rights.

Commission on Civil Rights, Washington, D.C.

Pub Date—May 77

Note--25p.; For related documents see UD 017 402-418 and UD 017 447-452

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Desegregation Effects, *Desegregation Methods, *Desegregation Plans, *Integration Readiness, *Integration Studies, Racial Relations, *School Desegregation

Identifiers—*Minnesota (Minneapolis)

The desegregation of the Minneapolis, Minnesota schools was initiated in 1972, although the process leading to desegregation actually began in 1967 when the board of education adopted its first human relations guidelines and announced a voluntary urban transfer program. In 1970 the state of Minnesota issued desegregation guidelines which set a 30% ceiling on minority student enrollments. In April 1971, 17 Minneapolis schools were found out of compliance with state guidelines, and the state ordered the district to develop a desegregation plan. The 1972 plan has now been virtually completed but the court continues to retain jurisdiction and to require periodic adjustments in the plan to bring the shifting student population of each school into compliance with the court ordered ceilings on minority enrollment. The plan called for the coordination of the new building program with such activities as the institution of a number of new educational alternatives in the school curriculum, school pairings, implementation of the middle school concept, busing, magnet programs to attract whites into communities with high minority populations, clustered schools, and preparatory as well as ongoing programs for dealing with the social and psychological aspects of desegregation. The plan has, in a number of instances, achieved its goal of physical redistribution of students so that no school has more than 42% minority enrollment. The plan has overlooked the possibility that all white or nearly all white schools constitute a segregated situation. (Author/AM)

0068 ED 145 049

School Desegregation in Little Rock, Arkansas: A Staff Report of the U.S. Commission on Civil Rights.

Commission on Civil Rights, Washington, D.C.

Pub Date—Jun 77

Note--25p.; For related documents see UD 017 402-418 and UD 017 447-452

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Desegregation Effects, *Desegregation Methods, *Desegregation Plans, *Integration Readiness, *Integration Studies, Racial Relations, *School Desegregation

Identifiers—*Arkansas (Little Rock)

Desegregation efforts in Little Rock span 19 years. Extensive and involved efforts have been carried out by the courts, the school board, national interest groups, and the citizens of Little Rock to achieve the goal of a unitary public school system. Instead of a comprehensive approach to desegregation, a variety of conflicting plans were introduced after the initial court decision. Some were rejected, and those accepted led to desegregation by segments or grades. This piecemeal desegregation was the strategy followed until the acceptance of a more comprehensive approach in 1973. At that time, the school district and the minority community agreed to work together toward bringing about complete desegregation of the schools. The black community feels that throughout desegregation it has borne the largest share of the burden, for example, all black rather than all white schools were closed. White flight in the late 1960's has increased the degree of residential segregation in the city. Black administrators and teachers continue to complain that they receive unequal treatment and opportunity. Despite the many conflicting opinions surrounding school desegregation in Little Rock, both the school administration and the various community organizations exercised positive leadership in bringing about desegregation. (Author/AM)

0069 ED 145 050

School Desegregation in Nashville-Davidson, Tennessee: A Staff Report of the U.S. Commission on Civil Rights.

Commission on Civil Rights, Washington, D.C.

Pub Date—Jun 77

Note--25p.; For related documents see UD 017 402-418 and UD 017 447-452

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Black Students, Community Attitudes, *Desegregation Effects, *Desegregation Methods, *Desegregation Plans, Elementary Secondary Education, *Integration Readiness, *Integration Studies, Parent Attitudes, Racial Relations, *School Desegregation, *School Resegregation

Identifiers—Tennessee (Davidson County), *Tennessee (Nashville)

The original action seeking school desegregation in Nashvill-Davidson, Tennessee was filed in court in 1955. The initial action had little immediate impact and efforts in the next decade were slow and minimal. In 1971 Plan A, the Department of Health, Education and Welfare (HEW) Plan, was implemented. This incorporated geographic zone changes, clustering, pairing, and grade restructuring. The plan further stipulated that no school in the system would be more than 44% black. Overall opposition to desegregation was relatively high and opponents were supported in their opposition by the metro council and other political leaders. The metro council voted funds to fight the lawsuit and later withheld funds that were necessary to successfully implement the busing phase of the plan. Since court ordered desegregation went into effect, several phenomena have resulted. Seven inner city schools have been closed, portable classrooms abound in the suburbs, black enrollment has remained stable, and white enrollment has decreased. Today, in the fifth year of the plan, there are about 24 schools in which the black enrollment ranges from over 50% to almost 95%. Resegregation seems to be occurring. This is due to the fact that the court ordered plan only rezoned two thirds of the county's schools. Only enough white schools were included to break down the racial identity of the inner city. On the positive side, Nashville's desegregation plan did not cost black administrators their jobs as has happened in other cities. (Author/AM)

0070 ED 145 051

School Desegregation in Berkeley, California: A Staff Report of the U.S. Commission on Civil Rights.

Commission on Civil Rights, Washington, D.C.

Pub Date—Aug 77

Note--32p.; For related documents see UD 017 402-418 and UD 017 447-452

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Black Students, *Desegregation Effects, *Desegregation Methods, *Desegregation Plans, Elementary Education, *Integration Readiness, *Integration Studies, Junior High Schools, Racial Relations, *School Desegregation

Identifiers—*California (Berkeley)

Efforts to desegregate the public schools in Berkeley, California began in 1957 when a committee was appointed to study the problems of desegregation. In 1963, the board voted to desegregate the junior high schools and to study methods for desegregating the elementary schools. The 1968 elementary desegregation plan was complex. To desegregate the elementary schools the district was divided into 4 zones, each zone containing a cross section of the community with approximately equal rations of students. The zoning was also designed to contain equal representations of socioeconomic groups. The elementary school desegregation plan did not call for busing merely on the basis of race. Distance from school and the grade level were also determining factors. The physical aspects of desegregation were implemented with relative ease. There were few complaints about racial violence in the schools during implementation. However, disruptions along racial lines have been a constant problem at the grade seven and eight school which had been predominantly white. Achievement scores have improved for minority as well as majority students; however, disparities continue to exist among the different racial and ethnic groups. The Berkeley school system hired a number of minorities, particularly for important administrative positions; however, minorities still remain underrepresented in the system's school staff. (Author/AM)

0071 ED 145 053
School Desegregation in Peoria, Illinois: A Staff Report of the U.S. Commission on Civil Rights.
Commission on Civil Rights, Washington, D.C.
Pub Date—Jun 77
Note--33p.; For related documents see UD 017 402-418 and UD 017 447-452
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Desegregation Effects, *Desegregation Methods, *Desegregation Plans, Elementary Secondary Education, *Integration Readiness, *Integration Studies, Racial Relations, *School Desegregation
Identifiers—*Illinois (Peoria)

In 1966 when initial planning for desegregation in Peoria, Illinois began, minority students were concentrated in 9 of Peoria's 39 schools. Twenty of the city's schools had white enrollments of more than 98%, indicating the most minimal percentage of minority students in more than half the city's schools. Four schools were totally white. The desegregation plan implemented in 1968 called for the realignment of school boundaries, the use of the middle school concept, a building program for new schools, one way busing, desegregation training and preparation programs for teachers and staff, increasing efforts to hire minorities, and improvement of the curriculum through use of multiracial materials. Community leaders in the city including school board members, business leaders, school administrators, civil rights leaders, and, to a limited extent, teachers, parents, political leaders, and the religious community gave early support to desegregation. The plan has failed to live up to the expectations of many community leaders. It has failed to eliminate segregation from the district's schools, it has failed to reduce the growing gap between minority faculty employment and minority student enrollment, and it has failed to initiate the middle school program which was designed to bring about desegregation as well as improved educational quality. (Author/AM)

0072 ED 145 054
School Desegregation in Tulsa, Oklahoma.
Commission on Civil Rights, Washington, D.C.
Pub Date—Aug 77
Note--131p.; For related documents see UD 017 402-418 and UD 017 447-452; Appendix may be marginally legible due to small print
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Desegregation Effects, *Desegregation Methods, *Desegregation Plans, *Integration Readiness, *Integration Studies, Racial Relations, *School Desegregation
Identifiers—*Oklahoma (Tulsa)

Up until 1954 all Tulsa schools were totally segregated by race. In the fall of 1955, school attendance zones in Tulsa were redrawn, utilizing the neighborhood school concept, but without regard to race, color, religion, or national origin. The new zones placed some black children in previously all white schools, and some white children in previously all black schools. This realigning of attendance zones, however, was negated by the school board's policy of allowing any student to transfer from a school in which his or her race was minority to a school where his or her race was a majority upon the request of the parents. In May of 1965 the Tulsa public schools' plan for desegregation was submitted to the U.S. Commissioner of Education. Since then, although this school district has made progress in bringing about school desegregation, much remains to be done. School enrollment statistics for the 1975-76 school year indicate that many schools are still segregated. By choosing to define an integrated school as one having not more than 90% enrollment of a single race, the Tulsa district has not presented an accurate picture on the status of school desegregation. White flight from this district to surrounding suburban districts is a major problem. The affirmative program, instituted by the school district has not been carried through. Furthermore, the burden of busing has fallen on the black community. On the positive side, the magnet school plan has been extremely successful. (Author/AM)

0073 ED 145 056
School Desegregation in Colorado Springs, Colorado: A Staff Report of the U.S. Commission on Civil Rights.
Commission on Civil Rights, Washington, D.C.
Pub Date—Feb 77
Note--26p.; For related documents see UD 017 402-418 and UD 017 447-452
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Black Students, Community Attitudes, *Desegregation Effects, *Desegregation Methods, *Desegregation Plans, High Schools, *Integration Readiness, *Integration Studies, Mexican Americans, Racial Relations, *School Desegregation, Secondary Education
Identifiers—*Colorado (Colorado Springs)

The opening of this district's fourth high school in 1970, which necessitated a redrawing of boundaries with a resulting redistribution of students, provided the opportunity for the Colorado Springs, Colorado school district to correct racial and ethnic imbalances in the district's high schools. Parents, teachers, students, and representatives from all segments of the community were involved in the development of the plan. This resulted in good communication between the school system and the public and in a high degree of support for the new program. Strong leadership was provided by the school superintendent. Most objections were raised by white and minority parents whose children were dislocated from schools they formerly attended. There was never a significant degree of organized opposition and much of the original dissension dissipated. Most of those interviewed believed that desegregation has resulted in improved relations between white and minority students and that increased educational opportunities have been provided for all students. Virtually all persons interviewed felt that desegregation of the high schools has been implemented with a high degree of success and that it has been beneficial to all. The biggest single problem that remains is that of the "self-isolation" of many minority students. (Author/AM)

0074 ED 145 059
School Desegregation in Erie, Pennsylvania: A Staff Report of the U.S. Commission on Civil Rights.
Commission on Civil Rights, Washington, D.C.
Pub Date—May 77
Note--28p.; For related documents see UD 017 402-418 and UD 017 447-452
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Black Attitudes, Black Students, Bus Transportation, *Desegregation Effects, *Desegregation Methods, *Desegregation Plans, *Integration Readiness, *Integration Studies, Parent Attitudes, Racial Relations, *School Desegregation
Identifiers—*Pennsylvania (Erie)

In 1968, a determination that de facto segregation was present in the Erie, Pennsylvania School System was made. This was made on the basis that there were six schools having an 80% or more black student population. These schools were located in black areas. There were also 16 schools with an 80% or more white student population located in white areas. The school district was required to develop a plan to effect a racial balance. It took 6 years for the school district to develop a satisfactory plan. The plan included school pairings, the closing of two schools, the development of supportive programs, and limited busing. Erie's desegregation plan went into effect in September of 1975. Because the plan had only been operating for 7 months at the time the interviews were held for this report, the impact of the plan could not be assessed. Generally the absence of strong positive leadership contributed to the tense atmosphere that preceded desegregation. Minority and white parents, however, were surprised and gratified that desegregation occurred as smoothly as it did in light of their fears and apprehensions prior to implementation. Contributing to the smooth implementation of the plan were two factors: (1) the desegregation plan called for a small increase in busing, and (2) busing when needed, is currently handled by the public transportation system and subsidized by the school district. (Author/AM)

0075 ED 145 072
School Desegregation in Portland, Oregon: A Staff Report of the U.S. Commission on Civil Rights.
Commission on Civil Rights, Washington, D.C.
Pub Date—Sep 77
Note--24p.; For related documents see UD 017 402-418 and UD 017 447-452
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Desegregation Effects, *Desegregation Methods, *Desegregation Plans, *Integration Readiness, *Integration Studies, Racial Relations, *School Desegregation
Identifiers—*Oregon (Portland)

The impetus for public school desegregation in Portland came through the efforts of the local National Association for the Advancement of Colored People during the 1960's. The Portland Board of Education moved in 1963 to extablish a blue ribbon, independent committee on education and race. This citizen's committee recommended a series of individual actions to be taken by the Portland Board of Education which would be aimed over time at desegregating the schools. The board of education accepted the recommendations. In 1964 the Portland board began a voluntary transfer program which involved the transportation of minority students to predominantly white schools. The following year, substantive educational policy changes were implemented which included the creation of model schools, the head start program, and compensatory learning activities. The voluntary administrative transfer system was strengthened in 1972 through the recruitment of 725 minority students into the program. This action was supported by more intensive inservice training for faculty and staff. From 1973 to 1975 the board of education continued its backing of desegregation actions through policy statements and guidelines, the development of early childhood centers in the inner city, support for reorganization, and symbolic moves such as a proposal for an annual school award for interracial understanding. Portland's desegregation effort has been limited in scope and limited in success. Because the desegregation program is voluntary, desegregation has not produced change throughout the city's schools. (Author/AM)

0076 ED 145 517
Cunningham, Claude H. Williams, Frank P.
Magnet School Project Evaluation First Annual Report, 1975-76.
Houston Independent School District, Tex.
Pub Date—76
Note--31p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Desegregation Methods, Elementary Secondary Education, Enrollment, *Magnet Schools, *Nontraditional Education, *Program Evaluation, *Racial Distribution, School Desegregation, *Student Transportation, Tables (Data)
Identifiers—Houston Independent School District TX

The Magnet School Plan as presented to the court and subsequently approved in July, 1975, contained four action areas: (1) reduce the number of schools that are 90 percent or more white or combined black and brown, (2) reduce the number of students attending schools that are 90 percent or more white or combined black and brown, (3) provide free transportation to all students attending magnet schools, and (4) report student enrollment and teacher assignment by ethnic group in each magnet school biannually. These action concerns have been translated into 34 programs operating in 32 schools as either schools-within-schools, add-on programs, cluster centers, or separate and unique schools. This comprehensive report contains evaluation of the degree that each program has met its objectives and of the degree that the total project has met the objectives for integration as approved by the court. The Phase I programs were able to achieve 81.5 percent of their 232 objectives. Four general problems were reported–curriculum development, transportation, recruitment, and purchase of materials. (Author/IRT)

0077 ED 145 686

Mackey, William Francis Beebe, Von Nieda

Bilingual Schools for a Bicultural Community. Miami's Adaptation to the Cuban Refugees.

Pub Date—77

Note--223p.

Available from—Newbury House Publishers, Inc., 68 Middle Road, Rowley, Massachusetts 01969 ($10.95)

Pub Type— Reports - Research (143)

Document Not Available from EDRS.

Descriptors—*Biculturalism, *Bilingual Education, Bilingualism, *Bilingual Schools, Bilingual Students, *Cubans, Educational Policy, Elementary Secondary Education, Enrollment, Language Maintenance, Language of Instruction, *Language Programs, Language Usage, *Program Descriptions, Refugees, Sociolinguistics, Spanish, Spanish Americans, Spanish Speaking

Identifiers—*Florida (Miami)

This account of the development of bilingual schooling in Miami's bicultural community is addressed to others wishing to apply, modify or improve any one of the many types of bilingual schooling. The Dade County bilingual education experience is discussed under the following headings: (1) "Language Education in the American Context," (2) "Spanish in Florida and the Cuban Resettlement," (3) "The Sharing of the Bilingual Homeland," (4) "Cuban Children in Miami Schools," (5) "A Bilingual School for Cubans and Americans," (6) "Adapting the Biethnic Model," (7) "Expansion and Standardization," and (8) "Support for Bilingual Schooling." Appendices include: (1) a check list of variables in evaluating bilingual education, (2) a discussion of language policy, bilingual schooling, and bicultural classes, (3) the Miami declaration of official bilingualism, (4) a survey of private schools, and (5) highlights of Dade County's bilingual program, 1974-75. A list of books on bilingual education and a glossary of terms conclude the volume. (CLK)

0078 ED 145 694

Alston, Herbert L.

Student Data Requirements of Lau Remedies and Texas Senate Bill 121. Title IV-C Pilot Program: An Educational Needs Projection Model. Project Report.

Houston Independent School District, Tex.

Pub Date—6 Jul 77

Note--15p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrative Policy, *Bilingual Education, *Bilingual Students, *Data Collection, *Educational Legislation, Educational Policy, Elementary Secondary Education, *English (Second Language), Language Proficiency, Language Programs, Language Skills, Language Teachers, Language Usage, Non English Speaking, Personnel Needs, School Districts, *Student Characteristics

The general purpose of the Title IV-C Pilot Program (An Educational Needs Projection Model) is to develop procedures for forecasting the personnel needed by the Houston Independent School District (HISD) for a five-year period in response to current and expected legislation and changing student population. The present report reviews: (1) the apparent student data requirements of Lau vs. Nichols guidelines and Texas Senate Bill 121, (2) current HISD data collection procedures concerning limited-English-speaking-ability (LESA) students, and (3) recommendations for a district policy to meet the apparent data collection requirements for LESA students. (Author/CLK)

0079 ED 146 094

Tamminga, Harriet L.

Past and Present School System Response to Asian Immigrants.

Pub Date—Sep 77

Note--39p.; Paper presented at Annual Meeting of the American Sociological Association (Chicago, Illinois, September 5-9, 1977)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Acculturation, *Asian Americans, Bias, Chinese Americans, Cultural Differences, Cultural Pluralism, *Educational History, Educational Legislation, Educationally Disadvantaged, Educational Objectives, *Educational Policy, Educational Trends, Elementary Secondary Education, Ethnic Groups, Ethnic Studies, *Immigrants, Japanese Americans, Language of Instruction, Negative Attitudes, Relevance (Education), Social Discrimination, Vietnamese

Acculturation of Asian immigrants to American life through participation in public education is influenced by school system ideology, goals, and implementation of goals. School system response to Asian immigrants to the United States in the early 20th century was characterized by assimilationist ideology and by goals emphasizing social mobility and Americanization. However, these goals were ambiguous regarding children of Japanese and Chinese immigrants and discrimination against Asian pupils was not unusual. Goal implementation varied by school system and there was a general lack of remedial programs to meet special needs stemming from linguistic and cultural differences. Vietnamese refugee children in the middle 1970's, in contrast, are entering school systems which are influenced by federal and state legislation to recognize and enforce cultural pluralism, provide special help for non-English speaking children, and provide curriculum relevant to minority children. Goal implementation still varies, however, depending upon degree of commitment of school authorities and resources available. Data about educational policies of school districts in Colorado is presented as an example of the recent trend to include ethnic studies in the curriculum, to reinforce ethnic identity, and to encourage minority participation in society. The conclusion is that changes in school system response to Asian immigrants from 1900 to the present are due in large part to state and federal influence on local school system policy. (Author/DB)

0080 ED 146 289

Bryan, Louis Marie

Assessments of Upward Bound Participation and the Black Liberation Movement as Indicated by Data Obtained from a Group of Black Youth in Newark, New Jersey.

Pub Date—76

Note--215p.

Available from—University Microfilms, Dissertation Copies, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-29,578)

Pub Type— Dissertations/Theses - Undetermined (040)

Document Not Available from EDRS.

Descriptors—*Black Power, *Black Youth, Evaluation, *Organizations (Groups), *Participant Characteristics, *Participation, Social Action, Social Change

Identifiers—Black Liberation, *New Jersey (Newark), *Upward Bound

The question pursued in this dissertation is how two simultaneous influences, Upward Bound participation and the black liberation movement, are assessed by a group of black residents of Newark, New Jersey who were Upward Bound participants during 1966-1972, and whether their varying assessments reflect any patterns related to their subsequent educational achievement, socioeconomic ratings, and personal/social adjustment. Data were obtained through mailed questionnaires from 113 respondents who had participated in any of four Upward Bound Projects. The questionnaire included the Rosenberg Self-esteem Measure, the Mathis Environmental Participation Index, and a black liberation identification index constructed for this study. A fourfold typology based on the respondent's assessments of the Upward Bound and black liberation influences was developed. Three areas, educational achievement and goals, socioeconomic rating, and personal/social adjustment were examined for patterns related to the combined assessments of Upward Bound and black liberation. The patterns of assessments suggested that the influences of Upward Bound and the black liberation movement, when both were assessed as positive, probably reinforced each other with respect to subsequent educational achievement and goals, as well as personal/social adjustment. The influence of the black liberation movement when it was assessed as positive, seemed more important than the influence of Upward Bound with respect to socioeconomic rating at the time of the study. (Author/AM)

0081 ED 146 300

Schafft, Gretchen E.

The Unexpected Minority: White Children in an Urban School and Neighborhood.

Pub Date—76

Note--196p.

Available from—University Microfilms, Dissertation Copies, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-20,232)

Pub Type— Dissertations/Theses - Undetermined (040)

Document Not Available from EDRS.

Descriptors—*Adjustment (to Environment), *Black Students, *Educational Environment, *Ethnography, Minority Group Children, *Racial Relations, Urban Schools, *White Students

The purpose of this dissertation, an ethnographic case study of white children attending an urban, public elementary school with a ninety percent black enrollment, is to examine their strategic adaptations and to gauge the effect of these adaptations on actual cross-racial interactions. The data were collected through participant and non-participant observation carried out during the 1974-75 school year. The theoretical perspective used in this research is symbolic interactionism. This point of view assumes that social interaction is a dynamic process determined in large part by the participants' prior experience, values, information, and on-going assessment of the situation. Four adaptive strategies used by white children in their school and neighborhood are identified. Briefly they are as follows: (1) they adapt by developing linguistic versatility through the internalization of rules for appropriate code switching behavior, (2) they use school and neighborhood territory differentially by defining which locales are supportive and not threatening, (3) they form work and play alliances in order to form a buffer between themselves and others with whom they do not feel comfortable, and (4) they find community "brokers" to serve as a bridge between themselves and their black peers. (Author/AM)

0082 ED 147 411

Nudel, Max, Ed.

Teaching Ethnic Experiences in Urban America: Focus on New York City.

Association for Multiethnic Programs, Inc., New York, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Note--202p.

Pub Type— Guides - General (050)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Blacks, Chinese Americans, Citations (References), Cross Cultural Studies, *Cultural Pluralism, Curriculum Guides, *Ethnicity, *Ethnic Studies, *Grade 8, *Guides, Immigrants, Italian Americans, Jews, Junior High Schools, Puerto Ricans, Teaching Models

Identifiers—*Irish Americans, *New York (New York)

This teaching manual presents a model course for eighth graders involving the study of the ethnic groups that make up an American urban community. The course considers cultural, historical and sociological elements of immigrant groups in New York City, especially the Irish, Italian, Jewish, Chinese, Black and Puerto Rican populations. The manual describes the procedures and methodology devised by teachers in a course at New York University. These procedures were used in the teachers' own classes. The teachers began with a study either of their own or a nearby community in which a particular ethnic group predominated. This established a pattern of study and investigation which was employed in the examination of other selected ethnic communities. In concluding lessons it was possible to examine immigrant patterns in history and culture in other parts of the country. Two of the teachers' studies are described. Their courses are outlined in terms of content, teaching methods, formal lessons, and student assignments. Some student responses, as taken from their compositions, are presented. Also included in this manual is an extensive section on the immigrant experience in literature. Selections are taken from works dealing with the six major ethnic groups mentioned above. The manual is supplemented by a bibliography. (GC)

0083 ED 147 419

Baltzell, Dora Catherine

A Longitudinal Analysis of Reading and Arithmetic Achievement and Court-Ordered Desegregation (With "Forced" Busing) in a Large Urban School District in the South.

Pub Date—76

Note--116p.; Ph.D. dissertation, University of Florida

Available from—University Microfilms, Dissertation Copies, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 77-1103)

Pub Type— Dissertations/Theses - Undetermined (040)

Document Not Available from EDRS.

Descriptors—*Achievement Gains, *Black Students, *Bus Transportation, *Desegregation Effects, Desegregation Plans, Doctoral Dissertations, Mathematics, Racial Differences, Reading Achievement, *School Desegregation, *White Students

Identifiers—*Florida (Jacksonville)

This dissertation investigated, under conditions of court-ordered desegregation accomplished by "forced" busing, the assumption that desegregation brings achievement gains for blacks but that it has no negative effects on white achievement. Reading and arithmetic achievement of a sample of 429 upper elementary students (both black and white, male and female) in Jacksonville, Florida was the focus of the investigation. The sample, of low ability, achievement, and estimated family income, appeared representative of the population. Subjects were desegregated by court-ordered busing at the beginning of the fourth grade. Findings indicate that when language is excepted, blacks showed large increases in reading achievement during the first year of desegregation, and whites showed generally stable levels of achievement. However, both black males and whites showed anomalous declines in language. In arithmetic achievement, blacks again showed increases, but whites showed very large declines. Based on the results, it was concluded that the assumption that desegregation brings black achievement gains was confirmed, while the assumption that white achievement is unaffected was not. This study leaves unanswered the question of whether these findings are due to changes in the type of school peers and level of proportion white experienced by each race, or to the general systemic disruption of the first year of desegregation. Also suggested is that a teaching/instructional effect may be the root cause of the observed black gains and white losses. (Author/AM)

0084 ED 147 494

A Comprehensive Occupational Education System. Research and Experimentation in a Career Development Center. Volume I. Planning a Comprehensive Occupational Education System for a Major Metropolitan Area.

New York City Board of Education, Brooklyn, N.Y. Div. of Educational Planning and Support.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No.—498AH50188

Pub Date—30 Aug 77

Grant—G007500677

Note--62p.; For related document see CE 013 385

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrator Guides, Articulation (Education), Bilingual Students, Career Guidance, Curriculum Development, Delivery Systems, Educational Facilities, *Educational Planning, Employment Problems, Guidance Centers, Guidelines, Handicapped Students, Information Systems, Job Placement, *Job Training, Labor Market, Labor Utilization, Management Information Systems, Metropolitan Areas, Program Development, School Community Relationship, Staff Development, Systems Approach, *Systems Development, *Urban Education, *Vocational Education, Youth Employment

Identifiers—Comprehensive Occupational Education System, *New York (New York)

Intended primarily for directors of occupational education in large cities, this document presents suggested guidelines for the development of a comprehensive occupational education system (COES) based upon the COER (Comprehensive Occupation Education Research) Project model developed in New York City. After describing the background, objectives, and implementation of the COER Project and briefly explaining the systems approach to planning, the recommended action steps for planning such a system are presented under the following twelve major divisions: a comprehensive occupational education plan for a major metropolitan area; occupational education and labor market needs; curriculum development; coordination-involvement, business, industry, labor, the community; public attitudes; vocational guidance, counseling, placement and follow-up; personnel development; articulation; monitoring and evaluation; remediation; handicapped and bilingual; and planning alternative facilities for comprehensive occupational education: a career development center. Finally, guidelines for planning a career development center facility are presented. (BM)

0085 ED 148 063

Minton, Judith

Summer 1976 Program for Deaf Children: Evaluation Report, Evaluation Period, July 2-August 13, 1976.

New York City Board of Education, Brooklyn, N.Y.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.—B/E-09-71605

Pub Date—76

Note--24p.; Contains some light print

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Deafness, Educational Objectives, Elementary Education, Hearing Impairments, Program Effectiveness, *Program Evaluation, *Summer Programs

The evaluation of a summer project for 110 deaf children (5-14 years old) describes findings in terms of project objectives. Analysis of objectives is said to indicate that intellectual growth took place for most of the Ss during the program and that the success ratio for achieving mastery was high. Eight recommendations are listed, including greater emphasis on language oriented objectives. Statistical data on student performance is appended. (CL)

0086 ED 148 971

Arneklev, Bruce L.

Year-End Evaluation, Emergency School Aid Act (ESAA) 1976-77; Tacoma Public Schools.

Tacoma School District 10, Wash.

Pub Date—Oct 77

Note--123p.; Some parts of document may be marginally legible due to quality of print

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Elementary Secondary Education, *Program Descriptions, *Program Effectiveness, *Program Evaluation, Public Schools, *School Desegregation

Identifiers—*Emergency School Aid Act 1972, Tacoma Public School District WA, *Washington (Tacoma)

This evaluation report for the 1976-77 Tacoma Public Schools Emergency School Aid Act (ESAA) program is organized around the six priority needs and eleven related objectives which were specified in the applications for funds. Each need and objective is listed along with related data. Conclusions about objective attainment are made in terms of desired progress from 1976 to 1977 as specified in the application. The summary of outcomes indicates that two objectives out of eleven were completely attained during the 1976-77 school year at both the elementary and junior high school levels (sociability among Native Americans, and emotional stability/-compliance among blacks and native Americans). Partial attainment was realized on all except one of the other objectives (increasing choosing of blacks by anglos). It is also noted that several factors were operating concurrently with the ESAA efforts that may have served to mediate against attainment of at least some of the objectives. The relatively constant decrease in the proportion of Caucasian enrollment in Tacoma's schools particularly at schools in Central and Southeast Tacoma, indicates that the study be continued for the formulation of a comprehensive long range plan to prevent segregation. (Author/AM)

0087 ED 149 044

[Vocational Village Staff Handbook].

Portland Public Schools, Oreg. Area III Office.

Pub Date—Feb 74

Note--167p.

Pub Type— Guides - General (050)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Curriculum Development, *Economically Disadvantaged, Educational Innovation, *Educationally Disadvantaged, Guides, Individualized Programs, Individual Needs, *Nontraditional Education, Open Education, Open Enrollment, *Program Administration, Program Guides, Records (Forms), Secondary Education, Staff Role, *Vocational Education, *Vocational High Schools, Work Experience Programs

Identifiers—Oregon (Portland), Vocational Village

Developed by the total staff at Vocational Village (Portland, Oregon), this handbook presents the following: (1) information about Vocational Village, a unique alternative high school which offers a program dedicated to helping economically and educationally disadvantaged youth between the ages of fourteen and twenty-one become independent, responsible, and productive citizens through guidance, counseling, and an interdisciplinary curriculum of basic and career oriented education adjusted to individual needs, and placement and follow-up services; (2) a reference explaining the roles, duties, and expectations of all members of the faculty and all classified personnel; (3) an explanation of the procedures and forms necessary to process students into and out of this open-entry open-exit program; (4) a bibliography of reference books and other resources that will enable the staff to improve and update methodology and better understand educational policies; and (5) a glossary of terms that have a special or unique meaning for the school. The information is presented in five sections: (1) purpose and goals; (2) curriculum, including a sample outline of behavioral objectives for the clerical office practice unit of the clerical occupational cluster; (3) administrative procedures (admissions, registration, reporting of achievement, and program completion); (4) staff (code of profession ethics, staff improvement, staff responsibilities); and (5) forms (student enrollment and scheduling, attendance and discipline, academic achievement, conduct, transportation and safety, and miscellaneous). (BL)

0088 ED 149 207

Furlong, Michael J. And Others

Peer Counselor-Consultant Training: A Self-Help Strategy for Cross-Cultural, Multi-Ethnic Schools.

Pub Date—Apr 77

Note--25p.; Paper presented at the Annual Meeting of the Western Psychological Association (Seattle, Washington, April 77)

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Guidance Programs, *Counseling, Cultural Differences, *Cultural Interrelationships, *Ethnic Relations, *Group Guidance, Humanistic Education, *Individual Development, Motivation, Program Descriptions, *Role Models

Identifiers—*Peer Counselor Consultant Training

This paper discussed the rationale for using Peer Counselor-Consultant Training (PCCT) in cross-cultural, multiethnic schools. PCCT is an eclectic system which incorporates a consultation counselor role model, psychological education, and peer counselor training into a school counseling program. The overall objective is to develop the contexts in which personal growth and development can occur. The advantages of using the PCCT model in cross-cultural settings are that it: (1) encourages self-help activity; (2) utilizes modeling to influence behavior; (3) is self-motivating; (4) makes information explicit and available to everyone; (5) is based upon principles of exchange and reciprocity; (6) has direct classroom applications; and (7) is a subversive activity. A discussion of each of these seven points is presented. (Author)

0089 ED 150 209
Berry, Ray
Integration Update.
Riverside Unified School District, Calif.
Pub Date—May 76
Note--11p.; Best copy available
Available from—Superintendent, Riverside Unified School District, 3380 14th St., Riverside, California 92501 (no cost)
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Achievement Gains, *Desegregation Effects, *Desegregation Methods, *School Desegregation, *Trend Analysis
Identifiers—*California (Riverside)

In this update of the integration efforts of the Riverside Unified School District, it is shown that the district continues to be committed to the integration of the staff. It is also committed to search for minority heritage staff. Along with staffing changes, there have been major program developments such as finding and using ethnic oriented materials. Some activities that have emerged are parent advisory groups, student involvement in board meetings and regulations development, special programs for minority students, district reorganization of the two year middle schools and four year senior high schools. All these program developments were encouraged with the reorganization of the district into a more open management system. This system allowed for much broader participation in planning and decision making. Student performance has been carefully measured over the years of the integration effort. Achievement gains for minority students are evident for the primary grades, but for the sixth grade the findings are not clearcut. It is evident, however, that achievement is higher than before desegregation. Throughout the desegregation effort, community and parent attitude measures have been collected. These indicate very strong community support. Among the conclusions derived from the Riverside desegregation experience are that: (1) integrated staffs at all levels are vital, (2) guidelines and standards for behavior must be clear and firm, and (3) an understanding of the goals of public education is vital. (Author/AM)

0090 ED 150 248
Vanecko, James J. And Others
ESEA Title I Allocation Policy: Demonstration Study, Implementation Decisions Research Plans.
Abt Associates, Inc. Cambridge, Mass.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Educational Equity Group.
Report No.—AAI-77-19
Pub Date—[77]
Contract—NIE-400-75-0074
Note--550p.; For related documents see UD 017 917 and UD 017 938 ; Some parts may be marginally legible due to small type
Pub Type— Reports - Research (143)
EDRS Price - MF02/PC22 Plus Postage.
Descriptors—Change Agents, *Compensatory Education, *Demonstration Programs, Educational Policy, *Policy Formation, Program Costs, Program Development, *Research Projects, Research Utilization, *Resource Allocation, *Statewide Planning, Student Characteristics
Identifiers—*Elementary Secondary Education Act Title I

This is the first report of research results in the study of Title I intra-district allocation mandated by Congress in the Education Amendments of 1974. It has two major parts. The first describes in detail the changes in allocation policy planned by the 12 participating Local Education Agencies (LEAs). The second part describes the research plan for studying the effects of these allocation policies on program delivery and associated costs, student composition, student experiences, and community response. Documenting the deliberate changes made by each of the demonstration districts in the various stages of the allocation process is the first objective of the research portion of the demonstration studies. The second objective is to examine the impact of those changes on a number of dependent variables including program offerings and associated costs, student characteristics, and others as listed above. The exploration of the relationships between these variables is designed to assess the generalizability of various allocation options for various types of districts and to identify more or less successful approaches to the planning process. Although data are collected from a variety of sources, the primary sampling unit in the research design is the student. The student sample is drawn from up to four school types within each of the demonstration districts. The basic design is a pre-post analysis, with baseline data collected in 1975-76 under standard allocation procedures to be compared with change data collected in 1976-77 and again in 1977-78. Data are collected at all levels within the district, from district administrators by informal interview, from parents by structured interview, and from principals, homeroom teachers and instructional specialists by self administered questionnaires. (Author/AM)

0091 ED 150 249
ESEA Title I, Evaluation Report, New York State, 1975-76.
New York State Education Dept., Albany.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—[76]
Note--36p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, *Bilingual Education, *Compensatory Education, Data, Elementary Secondary Education, Federal Programs, *Mathematics, Program Descriptions, *Program Evaluation, *Reading
Identifiers—*Elementary Secondary Education Act Title I, *New York

In this annual summary of achievement data for Elementary and Secondary Education Act (ESEA) Title I programs in New York State for the 1975-1976 school year, the three priority areas designated for instruction by the Board of Regents were reading, mathematics, and bilingual education. The last area was subsequently interpreted to consist of (1) oral fluency and aural comprehension in English by speakers of other languages, and (2) visual literacy in English reading and visual literacy in Spanish for Hispanic Americans. Superimposed across all projects employing norm referenced tests was the question: Did each treatment group demonstrate achievement beyond expectation (based upon the pupil's own past performances)? Overall, the data indicated that as a result of this program in excess of 100,000 Upstate and 180,000 New York City children who were consistently meeting failure in the basic skills areas were diminishing the distance between themselves and the norms by which they were being judged. (Author/AM)

0092 ED 151 766
Lym, C. LaVor Awritt, Gwen
Report for the Evaluation of the Reading Is Fundamental Project 1973-74. Research Report No. 74-289.
Dallas Independent School District, Tex. Dept. of Research and Evaluation.
Pub Date—Aug 74
Note--72p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Disadvantaged Youth, Elementary Education, *Evaluation Methods, Instrumentation, *Parent Attitudes, Program Development, *Program Evaluation, Questionnaires, *Reading Programs, Reading Skills, Sampling, *Student Attitudes, Student Motivation, Teacher Attitudes
Identifiers—*Reading Is Fundamental, Texas (Dallas)

The Reading Is Fundamental (RIF) program is designed to give disadvantaged children incentive to read by letting them choose books from a wide variety of paperbacks and keep them as their own. This document reports on the evaluation procedures and results for the Dallas RIF Project in 1973-1974. Following a description of the project and its objectives, the document discusses the methodology employed in the evaluation study, giving specific consideration to sampling techniques, instrumentation, procedures used in data collection and anlaysis, and assumptions and limitations of the study. Results are then reported with regard to the matching of experimental and comparison schools; program implementation; teachers', students', and parents' opinions of the project; and the effect of the program on students' attitudes and reading skills. Numerous statistical tables and a summary of responses to a parent questionnaire are included. Appendixes provide a teacher questionnaire on curriculum materials used and ANOVA tables for the analysis of data regarding reading skills, attitude toward school, self-concept, and attitude toward reading, and for the analysis of teachers' ratings of students' attitudes. (GW)

0093 ED 152 090
Chan, Yiu Man
A Multicultural Social Studies Series for C.S.L. Students. Book 1. Europe.
San Francisco Unified School District, Calif. Chinese Bilingual Pilot Program.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—77
Note--62p.; For related document, see ED 144 389
Pub Type— Books (010)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Bilingual Education, *Chinese, *Cultural Education, *European History, *Instructional Materials, Language Instruction, Language of Instruction, Reading Instruction, Secondary Education, Second Language Learning, *Social Studies, Vocabulary, Western Civilization
Identifiers—*Elementary Secondary Education Act Title VII, Europe

This text is written primarily for students of Chinese as a second language who are continuing in the ESEA Title VII Chinese Bilingual Pilot Program at the secondary level, and introduces different aspects and general knowledge of Europe. The text is divided into twenty-five lessons, having the following headings: European Countries, Class, On the Move, Holland, Europe, Cities, Greece, Rome, Martin Luther, Renaissance, European Buildings, Nations, Colonies, Life in Europe, Industrial Revolution, Science, Rousseau, Women, Karl Marx, Too Many People, Evolution of a Revolution, Germany, East Germany and West Germany, Pollution, and Living. No more than 50 characters are introduced in each lesson. At the end of each lesson, there is a list of terms in both English and Chinese, vocabulary, and exercises. Answers to the exercises are at the back of the book. The text is to be used along with the World Studies Inquiry Series: Europe, and A Multicultural Social Studies Series: Europe. (CLK)

0094 ED 152 091
Kwok, Irene Sung, Robert
A Multicultural Social Studies Series. Book 2. Asia.
San Francisco Unified School District, Calif. Chinese Bilingual Pilot Program.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Note--70p.; For related document, see ED 144 389
Pub Type— Books (010)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Asian History, *Asian Studies, *Bilingual Education, *Chinese, *Instructional Materials, Junior High School Students, Non Western Civilization, Reading Instruction, Secondary Education, Second Language Learning, *Social Studies, Vocabulary
Identifiers—Asia, *Elementary Secondary Education Act Title VII

This text is designed for students continuing in the Chinese Bilingual Pilot Program, ESEA Title VII, at the seventh grade level. The text introduces different cultural aspects and general knowledge of Asia, and is divided into twenty-five lessons, having the following headings: Glimpses of Asia; Monsoon; Malaysia; Borneo; Asian Countries; Caste in India; The Women of Asia; Soul in Japanese; Law in Old China; Japan; The Changing World; New Days and Old; School Days in China; The Old and the New in Medicine; Confucius, The Great Philosopher; Han Fei Tzu; Siddhartha Gautama; Gandhi; Peaceful Patriot; A Cry for Change; Food or Famine; Changes in Chinese Farming; Poverty; The Olympic Ideal; Success or Failure. There is a maximum of 200 words per lesson. Each lesson includes main terms listed bilingually, explanations in Chinese, questions for discussion, and follow-up activities. Answers to questions are located in the back of the book. (CLK)

0095 ED 152 868

English as a Second Language for the Asian Languages and Cultures.

Los Angeles City Schools, Calif.
Spons Agency—Washington Office of the State Superintendent of Public Instruction, Olympia.
Pub Date—[77]
Note--75p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Asian Americans, *Cultural Background, *Cultural Differences, Cultural Influences, English (Second Language), *Non English Speaking, Phonology, *Second Language Learning, Sociolinguistics, Syntax, *Teaching Guides

This guide is designed for classroom teachers who work with non English dominant Asian students from China, Japan, Korea, the Philippines, and Vietnam. Historic information, English as a Second Language contrasts, and cultural information are included. The three basic components of the guide are the phonological, the syntactical, and the cultural. A study which describes and compares the sounds of English, Cantonese, Mandarin, Korean, Japanese, Tagalog, Vietnamese, and Spanish was conducted in order to show the differences between English and the non English languages. The results of the study suggest that similarities and differences between the sounds of the student's native language and English can present a variety of problems to the learner. In addition to technical difficulties with language, cultural problems of the Asian in the classroom are described. These include problems with the student-teacher relationship, classroom activities, etiquette, eating, superstition. A bibliography, arranged by country, is included. (Author/AM)

0096 ED 152 873

Public Schools of the District of Columbia, 1977 Annual Report.

District of Columbia Public Schools, Washington, D.C.
Pub Date—77
Note--49p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administration, Administrative Organization, *Annual Reports, Bilingual Education, Career Education, Competency Based Teacher Education, *Curriculum Development, *Educational Assessment, *Educational Planning, Elementary Secondary Education, Information Systems, *Public Schools, Special Education
Identifiers—*District of Columbia Public Schools

This report focuses upon the efforts of public school educators and administrators in Washington, D.C., to improve teaching and learning through a comprehensive educational plan. One of the goals in this plan was defined as the promotion of academic excellence for the attainment of knowledge, competencies, and skills. Special education projects undertaken or expanded in an effort to meet this goal included programs for the handicapped, bilingual education programs, career development, environmental education, and special programs for talented and gifted students. A systematic plan for the continuous assessment and evaluation of educational needs and achievement was also a goal of the plan, as was the improvement of service and efficiency of operations in the major support areas of management services. Also discussed here are public relations and communications issues, and labor and equal employment concerns. A major focus of the plan consisted of ensuring the active participation of all components of the Washington public schools in the implementation of systemwide competency based curriculum. Activities and materials designed to bring this about are described. (GC)

0097 ED 152 906

School Desegregation Organizers' Manual. School Desegregation/Integration Notebook.

American Civil Liberties Union, New York, N.Y.
Pub Date—[77]
Note--66p.; For a related document see UD 018 091; Not available in hard copy due to reproduction quality of the original document
Available from—Publications Department, American Civil Liberties Union, 22 East 40th Street, New York, New York 10016 ($2.00)
Pub Type— Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Community Cooperation, *Community Education, *Community Involvement, Community Leaders, Community Organizations, Community Role, Elementary Secondary Education, *Guides, Information Dissemination, News Media, Public Schools, Racial Integration, *Resources, *School Desegregation

The purpose of this manual is to facilitate community organization and education in order to bring about successful school desegregation. In it the process of organization for the desegregation process is outlined. The role of both neutral and pro-desegregation coalitions is examined, and suggestions are offered for forming the latter within a community. Information gathering is stressed as an important aspect in three stages of the desegregation process: the initiation and effectuation of legal or administrative action, the development of a plan, and the monitoring and implementation of that plan. The kinds of information needed and how to obtain and use it are reviewed in detail. Numerous examples of desegregation plans are offered. The dissemination of educational materials, public speaking, and contact with the media are all discussed as part of the effort at community education. Finally, the roles of specific organizations and individuals involved in community desegregation efforts are examined. Brief suggestions are offered for dealing with anti-integration forces. (GC)

0098 ED 152 924

Baker, William P. Jensen, Henry C.

Mexican American, Black and Other Graduates and Dropouts - II. A Follow-Up Study Covering 20 Years of Change, 1956-1976.

San Jose East Side Union High School District, Calif.
Pub Date—Jan 78
Note--75p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Black Students, Comparative Analysis, Dropout Attitudes, Dropout Characteristics, *Dropouts, Educational Problems, *High School Graduates, High School Students, Longitudinal Studies, *Mexican Americans, Minority Groups, Secondary Education, Sex Differences, *Student Attitudes
Identifiers—*California (San Jose)

As the fifth in a series of follow-up studies conducted every five years by the East Side Union High School District, this report is of interest to educators concerned about the educational problems and progress of Mexican American and black minority groups. The study reflects a twenty year pattern of analysis of the status of Mexican American former students. In addition to the special treatment of Mexican Americans, responses of black former students are, for the second time, specially classified. Groups from the graduating classes of 1973 and 1975 and all dropouts from the school years 1972-73 and 1974-75 were studied. A questionnaire was mailed to all 1834 dropouts. Responses were received from 271. The study presents findings in the following areas: (1) characteristics, activities and opinions of graduates and dropouts from the 1972-73 and 1974-75 classes; (2) differences in the characteristics, activities and opinions of Mexican Americans, blacks and other graduates and dropouts; and (3) differences in the characteristics, activities and opinions of male and female graduates and dropouts. The study also determines trends for each of these groups over a twenty year period. Modifications in curriculum and guidance programs as suggested by the findings, are recommended. (Author/AM)

0099 ED 153 923

INTERdependence Curriculum Aid.

Philadelphia School District, Pa.; World Affairs Council of Philadelphia, Pa.
Pub Date—[77]
Note--110p.; Pages 19, 74, 75 contain copyrighted material and have been removed by ERIC; They are not included in the pagination
Available from—World Affairs Council of Philadelphia, John Wanamaker Store, Third Floor Gallery, 13th and Market Streets, Philadelphia, Pennsylvania 19107 ($3.00, paper cover)
Pub Type— Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Civil Liberties, Conflict Resolution, *Cooperative Planning, Curriculum Guides, *Depleted Resources, Developed Nations, Developing Nations, Economic Factors, Food, *Global Approach, *Human Dignity, International Relations, Learning Activities, Peace, Physical Environment, Political Influences, Poverty, Secondary Education, Social Problems, *Social Studies, Technological Advancement, Technology, *Units of Study, World Affairs, *World Problems

Stressing global interdependence, this guide suggests resources, materials, and activities related to major world problems. Global interdependence is interpreted as connections between and among nations in areas of war and peace, human rights, environmental use, economics, and international law. The major objective is to help students understand the international moral, political, economic, and geophysical dimensions of world problems. Following a discussion of the concept of interdependence and a listing of resources, the document presents eight units related to global concerns: food and nutrition, global economy, human rights, oceans, peace, resource scarcity, science and technology, and international institutions. Each unit includes objectives, background, discussion questions, bibliography, resource materials, audiovisual aids, classroom activities, field trips, and references. Learning activities involve students in educational games, group discussion and role playing, reading and writing assignments, oral reports, writing letters to government agencies in the United States and abroad, surveying class and community members on topics related to global development, compiling annotated bibliographies, and arranging class visitations by experts on disarmament, poverty, development, and related topics. The units are designed for use as a complete course, mini-course, or for integration into existing curriculum. (Author/DB)

0100 ED 153 999

Kindergarten Screening Instrument. Administration Manual, Continuing Revision Number 7. Item Number 33.2004.

Houston Independent School District, Tex.
Pub Date—75
Note--84p.; For related documents, see TM 006 618-619
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Auditory Tests, Early Childhood Education, Eye Hand Coordination, *Guides, *Kindergarten Children, Language Acquisition, Motor Development, Scoring, *Screening Tests, Spanish, Spanish Speaking, *Testing, *Testing Programs, Vision Tests, Visual Measures, Volunteers
Identifiers—*Kindergarten Screening Instrument, *Test Manuals

The Board of Education of the Houston Independent School District, through the Volunteers in Public Schools, organized the Kindergarten Screening Project in 1970. The screening instruments and procedures were developed by a committee of specialists composed of representatives from the Houston Independent School District, Baylor College of Medicine, Texas Research Institute for Mental Sciences, Child Development Clinic, and the University of Houston. They were based on standard items representing gross and fine motor activities, language development, social functioning, distant vision, and hearing. The volunteer orientation and training procedures, and the responsibilities of the volunteers are described. A check list of necessary materials for each test is provided. Administration instructions and examples are given for each of the five screening instruments: Distant Vision, Hearing, Eye-Hand Coordination, Language Learning, and Gross Motor. Supplementary instructions in Spanish are also provided for each instrument. (Author/BW)

0101 ED 154 000
Doughtie, Eugene B. Alston, Herbert L.
Revised Technical Manual for the Kindergarten Screening Inventory, Based on Data from the 1975-76 School Year.
Houston Independent School District, Tex.
Pub Date—[76]
Note--122p.; For related documents, see EJ 127 415, TM 006 617-619
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Auditory Tests, Early Childhood Education, Eye Hand Coordination, Guides, *Kindergarten Children, Language Acquisition, Motor Development, Norms, Predictive Validity, Racial Differences, Rating Scales, Referral, *Screening Tests, Sex Differences, Spanish Speaking, *Statistical Data, Testing Programs, *Test Reliability, *Test Validity, Vision Tests
Identifiers—*Kindergarten Screening Instrument, *Test Manuals

The Board of Education of the Houston Independent School District, through the Volunteers in Public Schools, organized the Kindergarten Screening Project in 1970. The Kindergarten Screening Instrument (KSI) consists of five subscales: (1) the visual scale measures visual acuity at 20 feet; (2) the hearing scale measures the child's ability to hear tape recorded words; (3) the eye-hand coordination scale indicates the coordination of visual perception and fine muscles; (4) the language learning scale is a measure of language development in the child's primary language; and (5) the gross motor scale measures the use of large muscles in coordinated body movement. Both English and Spanish versions are available. This technical manual presents data on the reliability of the KSI (split-half reliability, internal consistency, test-retest reliability, inter-scorer reliability, and its validity (content validity, criterion-related predictive validity, criterion-related concurrent validity, construct validity, convergent, and discriminant validity). Information is also included on norms, intercorrelation of the subtests, and referrals by sex and ethnic group. (Author/BW)

0102 ED 154 087
Becker, Hank
Non-public Schools and Desegregation: Racial Factors and Changes in the Share of Big-City White Pupil Enrollment Going to Non-public Schools.
Pub Date—Mar 78
Note--42p.; Pages 6 and 7 may not reproduce well due to reproduction quality of the original; Paper presented at the American Educational Research Association Annual Meeting (Toronto, Canada, March, 1978)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Economic Factors, Elementary Secondary Education, *Enrollment, Enrollment Trends, Inner City, *Metropolitan Areas, Multiple Regression Analysis, *Private Schools, *Racial Factors, Statistical Data, Urban Demography, *Urban Schools, *White Students

The relationship of racial factors to recent trends in enrollment of white students in private schools is examined in this paper. Demographic and school enrollment data on 157 U.S. cities were gathered from the 1960 and the 1970 census. In addition, data from a 1968 survey of civil rights and school politics in non Southern cities were used in measuring the racial, educational and political climate in these cities. Because of initial differences, and because of distinct patterns of relationships between private school enrollment and various predictors, the South and the non South are analyzed separately. Race related variables considered in the multiple regression analysis include black and white public school enrollment and changes in the teacher and pupil racial segregation indices. Non race variables include city size, central city to suburb ratio, and the age of housing. A second set of regression analyses were made. These analyses employed the former variables together with economic data and measures of local immigrant or ethnic populations. It is concluded that racial factors in local demography during the 1960's did affect the level and direction of change occuring in the use of nonpublic schooling by white families. An elaboration of this model is suggested using sociopolitical variables. (Author/GC)

0103 ED 154 089
Bennett, David A.
Community Involvement in Desegregation: Milwaukee's Voluntary Plan.
Pub Date—27 Mar 78
Note--15p.; Paper presented at the American Educational Research Association Annual Meeting (Toronto, Canada, March 27, 1978). Not available in hard copy due to the print quality of the original document. Appendices B, C, D, and E have been deleted due to poor reproduction quality
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Community Involvement, Desegregation Litigation, *Desegregation Methods, *Desegregation Plans, *Educational Planning, Integration Studies, Racial Balance, *School Desegregation, *Voluntary Desegregation
Identifiers—*Wisconsin (Milwaukee)

The Milwaukee School System responded to a court finding of segregation by structuring a program of community involvement to help in the task of planning and implementing school desegregation. The city-wide planning group came to be called the Committee of 100. The central thesis of this paper is that the quality of community involvement is not accidental but is the consequence of purposeful structuring by individuals or groups of individuals. The administration of the Milwaukee Public schools determined that they would provide leadership in structuring involvement by carefully prescribing the planning domain and by so doing, create the probability of acceptable recommendations coming from the involvement groups. The success enjoyed by this volunteer plan to desegregate, is considered to be due to the successful structuring of community involvement combined with the care taken in developing a highly sophisticated student assignment system. Several appendices are included. (Author/AM)

0104 ED 154 488
State Compensatory Education. Final Technical Report 1975-76. Appendixes.
Austin Independent School District, Tex. Office of Research and Evaluation.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Pub Date—30 Jun 76
Note--151p.; For a related document, see EA 010 580; Not available in paper copy due to small print in parts of the original document
Available from—Office of Research and Evaluation, Austin Independent School District, 6100 Guadalupe, Austin, Texas 78752 ($2.65)
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Administrator Attitudes, Basic Skills, Bilingual Education, *Compensatory Education, Data Analysis, *Educational Assessment, Elementary Education, Enrollment Influences, Interviews, *Measurement Instruments, *Program Evaluation, Questionnaires, School Aides, Statistical Data, Student Attitudes, Tables (Data), *Teacher Attitudes
Identifiers—Austin Independent School District TX

This material consists of ten appendixes to the Final Report for 1976-77 on the implementation of the Texas state-supported compensatory education program in the Austin Independent School District as evaluated by that district's Office of Research and Evaluation. The instruments used in the evaluation process are described or presented in full, the methods of their application discussed, and the results explained in tabular or narrative form. These instruments consisted of (1) the California Achievement Test, (2) the School Sentiment Index, (3) principal interviews, (4) teacher interviews, (5) aide questionnaires, (6) area director/instructional coordinator questionnaires, (7) reading teacher interviews, (8) education planner interviews, (9) an attendance study for one school, and (10) a Workshop Evaluation Scale. (PGD)

0105 ED 154 489
State Compensatory Education. Final Report 1975-76.
Austin Independent School District, Tex. Office of Research and Evaluation.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Pub Date—30 Jun 76
Note--70p.; For a related document, see EA 010 579; Not available in paper copy due to small print of parts of the original document; Some tables may by marginally legible
Available from—Office of Research and Evaluation, Austin Independent School District, 6100 Guadalupe, Austin, Texas 78752 ($2.45)
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Basic Skills, *Bilingual Education, Compensatory Education, Elementary Education, Program Descriptions, *Program Evaluation, Tables (Data), Teacher Attitudes
Identifiers—Austin Independent School District TX

The state-funded compensatory education program instituted in the Austin Independent School District in Texas in 1975 consisted of a basic skills component (communication skills/reading and math) for students meeting ESEA Title I criteria, and a bilingual component designed to mesh with the ESEA Title VII Bilingual Project. Enthusiasm for the program has been high because each school plans its own strategy for implementation, with local school staff closely involved in the process. Unfortunately, the extensive planning period required prevented timely implementation of the program, and evaluation of the results as of 1976 is therefore not available. The baseline information provided in this report will for that reason be coordinated with information gathered in a forthcoming report on the 1976-77 year, in order to evaluate program results. (Author/PGD)

0106 ED 155 197
Hoversten, Gloria H.
Test of Auditory Comprehension (TAC) for Hearing Impaired Pupils-Reliability and Validity Study.
Los Angeles County Superintendent of Schools, Calif.
Spons Agency—California State Dept. of Education, Sacramento.
Pub Date—Aug 77
Grant—76-32-D
Note--49p.; Some parts of document may be marginally legible
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Auditory Evaluation, Auditory Perception, *Auditory Tests, *Diagnostic Tests, Elementary School Students, Elementary Secondary Education, Evaluation Needs, *Hearing Impairments, Individual Testing, *Listening Comprehension, Magnetic Tape Cassettes, Norms, Partial Hearing, Preschool Education, Student Placement, *Test Reliability, Test Reviews, *Test Validity
Identifiers—*Test of Auditory Comprehension

The Test of Auditory Comprehension (TAC), one component of the Auditory Skills Instructional Planning System, is a comprehensive test instrument designed for individual use with hearing impaired pupils, four through twelve years of age, for assessing receptive auditory functioning. Included in the TAC are ten discrete subtests measuring auditory abilities in three major areas: discrimination, memory sequencing, and figure-ground. TAC reliability was derived from the results of 82 hearing impaired pupils who were retested with the TAC within a two -to three-week period after initial testing; a reliability coefficient of .98 was obtained. In addition, variability was studied with 60 pupils, and no significant differences among examiners were found. TAC validity was obtained from the results of 750 hearing impaired pupils, from 29 schools and districts across the country. Results of data analysis, as well as evaluations of the TAC by participating audiologists, demonstrated its validity. Normative data were compiled for this sample, grouped by age and degree of hearing loss. (Author/BW)

0107 **ED 155 278**

Berry, Ray

Integration Update.

Riverside Unified School District, Calif.

Pub Date—Apr 78

Note--15p.; For a related document, see ED 150 209

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Desegregation Effects, *Desegregation Plans, *Program Development, *School Desegregation, *Success, *Trend Analysis, Voluntary Desegregation

Identifiers—*California (Riverside)

In this updated report on the Riverside Unified School District, the district continues with its integration efforts including major program development. Over the three years of integration, performance of all children from the three major race groups has improved. In the primary grades, there has been a general trend toward higher reading achievement. A need for establishing close home ties at early ages, plus a recognition of the necessity for strong language development programs has led to a new kindergarten effort. The district continues to conduct boundary analysis with an emphasis upon balancing ethnic enrollment among the schools. One of the key reasons suggested for the success of the Riverside effort is that voluntary local initiatives rather than a court order led to the original decision to integrate the schools. (Author/AM)

0108 **ED 155 657**

Lee, Ann M. And Others

1973-74 ESAA I Pilot Project Assist Evaluation Report.

Austin Independent School District, Tex. Office of Research and Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—74

Note--292p.; A number of pages may not reproduce well due to poor type; For related document, see CS 004 177

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Administrator Attitudes, Elementary Education, Junior High Schools, *Measurement Instruments, Mexican Americans, Program Descriptions, *Program Evaluation, Questionnaires, *Reading Instruction, *Reading Programs, *Reading Research, Reading Tests, Self Concept Measures, Staff Development, Student Attitudes, *Teacher Aides, Teacher Attitudes

Identifiers—Emergency School Aid Act 1972

"Project Assist," conducted in two elementary schools and one junior high school, tested the hypothesis that students in schools with trained instructional reading aides will read better than students in schools with either untrained aides or no aides. This report presents data on the project gathered during the 1973-1974 school year. Separate sections present a glossary of terms, an abstract, a program description, recommended answers to "decision questions" regarding continuation of the project, a summary of stated program objectives and the degree to which they were met, and miscellaneous additional information. Appendixes present reports on a variety of aspects of the program, including the following: tests of basic concepts, reading achievement, self concept, and reading attitudes that were administered to students; pupil attendance; observation of aides; teacher, aide and principal questionnaires; parent, student, teacher, and aide interviews; aides' daily activities; and topics used for staff development. Numerous tables are included in the report and the appendixes. (GW)

0109 **ED 155 658**

Lee, Ann M. And Others

1974-75 ESAA II Pilot Project Assist Final Report.

Austin Independent School District, Tex. Office of Research and Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—75

Note--78p.; A number of pages may not reproduce well due to poor type; For related document, see CS 004 175

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Affective Objectives, Cognitive Objectives, *Educational Objectives, Elementary Education, Junior High Schools, Mexican Americans, *Program Descriptions, *Program Evaluation, *Reading Instruction, Reading Programs, *Reading Research, *Teacher Aides, Training

Identifiers—Emergency School Aid Act 1972

"Project Assist," conducted in two elementary schools and one junior high school, tested the hypothesis that students in schools with trained instructional reading aides will read better than students in schools with either untrained aides or no aides. This report presents data on the project gathered during the 1974-1975 school year. The first section poses "decision questions" regarding continuation of the project, recommends answers to the questions, and offers data support; of the recommendations. The next two sections describe the project and show in narrative and tabular form the context in which the project operated. The following section of the report summarizes the program objectives (including cognitive and affective outcome objectives, process objectives, and input objectives), notes their level of attainment, and describes the evidence through which the levels of attainment were determined. Summary data and a glossary of terms conclude the report. Although the project data failed to substantiate the initial hypothesis, several positive aspects of the project are noted. (GW)

0110 **ED 156 362**

Juarez, Manuela Raimondis, Nina Mendoza

Effects of the Language of the Instructions on Test Performance: California Achievement Tests. Mini-Study.

Edgewood Independent School District, San Antonio, Tex.

Pub Date—[74]

Note--146p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Achievement Tests, Bilingual Students, *English, Grade 2, *Language Dominance, Literature Reviews, *Mexican Americans, Performance Factors, Pretesting, Pretests Posttests, Primary Education, *Regional Dialects, *Spanish, Tables (Data), Testing, Test Results

Identifiers—*California Achievement Tests, Test Instructions, Texas (San Antonio)

The study examined whether the California Achievement Test (CAT) results would be affected if the test instructions were administered in the language the children best understood. In a pre-posttest sequence, 77 Mexican American second graders between the ages of 7 and 8 of a low socioeconomic background attending the same elementary school in west San Antonio were administered the CAT Reading Section, Level I, Form A. In the pre-test, the individual classroom teachers gave the instructions only in English. In the posttest, 28 children received the instructions in Spanish, 25 in English, and 21 in the local Spanish dialect. Language dominance of the posttest subjects was informally rated by their teachers. Pre- and posttest scores were subjected to Pearson correlations and to analysis of variance. Findings included: there was a significant difference of .008 in favor of the posttest group receiving instructions in English on the vocabulary subtest; the group receiving instructions in the local dialect omitted fewer items than the English or Spanish group on the reading subtest; significant differences were obtained in favor of the English group in the vocabulary and reading subtests; and an analysis of the gains for each group revealed that, in general, higher gains were obtained by the group receiving instructions in the local dialect. The instructions in Spanish and in the local dialect and the language dominance rating instrument are appended. (NQ)

0111 **ED 156 382**

Funches, Peggy And Others

Minority Contributions to Science, Engineering, and Medicine.

San Diego City Schools, Calif.

Pub Date—78

Note--179p.

Pub Type— Books (010)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Achievement, American Indians, Asian Americans, *Biographical Inventories, Blacks, Cultural Awareness, *Engineering, Ethnic Studies, Health Personnel, Instructional Materials, Leadership, *Medicine, *Minority Groups, Pharmacy, *Physical Sciences, Resource Materials, Role Models, Sciences, Spanish Speaking

Offering an historical perspective on the development of science, engineering, medicine, and technology and providing current role models for minority students, the bulletin lists the outstanding contributions made by: (1) Blacks - medicine, chemistry, architecture, engineering, physics, biology, and exploration; (2) Hispanos - biomedical research, botany, biology, physics, chemistry, space education, physiology, mathematics, pharmacology, meteorology, oceanography, sociology, geology, anthropology, psychology, engineering, electronics, and computers; (3) Asian Americans - astronomy, engineering, technology, mathematics, medicine, health, physics, dentistry, chemistry, and space education; (4) American Indians - engineering, botany, physics, architecture, chemistry, biology, agronomy, forestry, environmental science, weather forecasting, science education, audiology, otolaryngology, archeology, nursing, mathematics, anthropology, psychology, dentistry, medicine, and pharmacology. Also listed are Hispanic Nobel Prize winners, scientists of the 20th century, and professors; Moslem and Jewish scientists of Medieval Spain (circa 900-1400), statistics on the representation of Hispanos in science; programs designed to meet the Hispanos' health service needs; programs for Indian students and agencies to contact for possible financial aid; groups of special interest to Indian students; and available resources and creative ways to incorporate knowledge and appreciation of minority contributions into the regular instructional program. (NQ)

0112 **ED 156 697**

Chern, Hermine J. And Others

Evaluation of Career Education Projects, 1976-1977. Report #7829.

Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date—Jan 78

Note--187p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Adults, *Career Education, *Career Guidance, Cooperative Programs, Curriculum Development, Disadvantaged Youth, *Educational Assessment, Formative Evaluation, Handicapped Students, Individualized Programs, Job Placement, *Program Descriptions, *Program Evaluation, Secondary Education, Student Projects, Teaching Methods, Urban Programs, *Vocational Education

Identifiers—Pennsylvania (Philadelphia), *Philadelphia School District PA

Evaluations of thirty career education projects in the school district of Philadelphia, Pennsylvania are contained in this report. Fifteen of the projects concern classroom or shop instruction, six concern development and/or field testing of curriculum materials, and the remainder involve staff development, installation of shop equipment, job placement, guidance programs and a vocational education research project. Each evaluation includes a project description and history, project objectives as stated in the proposal, project implementation, evaluation questions, attainment of objectives, and conclusions and recommendations. Projects concerned with instruction cover a range of subjects including warehouse and office practices, transcription skills, distributive education, consumerism, restaurant practices, crafts, homemaking and factory work. Curriculum development projects reflect an emphasis on individualized instruction and involve business, distributive and cooperative education, home economics, career exploration and planning, and automotive shop. Three job placement projects were also evaluated, as well as three programs involving career awareness and pre-employment counseling. These projects included medical laboratory experiences at a local hospital and vocational guidance experiences in specially-equipped buses. Among project participants were disadvantaged, pregnant, othopedically and mentally handicapped students, as well as parents and staff members. Included also is the evaluation of a three-year project designed to develop a classroom model for adjusting curriculum, facilities and personnel in vocational training programs. (Author/JAC)

0113 ED 156 701

Evaluation of Title I ESEA Projects, 1976-77: Technical Reports. Report #77140.

Philadelphia School District, Pa. Office of Research and Evaluation.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Nov 77
Grant—USOE-48-7398-51-500-01; USOE-48B-6473-51-500-01
Note—254p.; For related document, see TM 007 139. Best copy available
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—Academic Achievement, Basic Skills, *Compensatory Education, Disadvantaged Youth, *Educational Assessment, Elementary Secondary Education, *Federal Programs, Formative Evaluation, *Program Descriptions, *Program Evaluation, Remedial Mathematics, Remedial Reading, Summer Programs, Urban Schools
Identifiers—*Elementary Secondary Education Act Title I, Pennsylvania (Philadelphia), *Philadelphia School District PA

This volume compiles technical reports of Title I Elementary and Secondary Education Act project evaluations conducted during the 1976-77 academic year in the school district of Philadelphia, Pennsylvania. The reports include rationale, expected outcomes, mode of operation, previous evaluative findings, current implementation, and attainment of objectives for each project. A series of comprehensive mathematics projects encompassed educable retarded and Title I students in grades 2-12, and focused on remedial assistance in computational skills through classroom, tutorial, and individualized instruction. Included was a project to reduce mathematics skill deficiencies in grades 2-6 by providing the schools with mathematics resource teachers. A series of comprehensive reading projects provided similiar remedial instruction. Other projects involved intensive reading; bilingual education, counseling, computer-assisted instruction, skill and learning centers, a multimedia center, and neglected and delinquent children. Also evaluated were a project to provide high school students with cultural and curriculum enrichment to motivate them to seek post secondary education, and a project employing local residents as school-community coordinators. Summer components of Title I projects are also examined. Favorable learning environments, reversal of some student underachievement trends, and increased parental participation are attributed to Philadelphia's Title I projects. (Author/JAC)

0114 ED 156 702

Evaluation of Title I ESEA Projects, 1976-1977: Abstracts. Report #77139.

Philadelphia School District, Pa. Office of Research and Evaluation.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Aug 77
Grant—USOE-48-7398-51-500-01; USOE-48B-6473-51-500-01
Note—159p.; For related document, see TM 007 138
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Abstracts, Academic Achievement, Basic Skills, *Compensatory Education, Curriculum Development, Disadvantaged Youth, Educational Assessment, Elementary Secondary Education, *Federal Programs, Formative Evaluation, *Program Descriptions, *Program Evaluation, Remedial Mathematics, Remedial Reading, Summer Programs, Urban Schools
Identifiers—*Elementary Secondary Education Act Title I, Pennsylvania (Philadelphia), *Philadelphia School District PA

Abstracts of Title I Elementary and Secondary Education Act project evaluations conducted during the 1976-77 academic year in the school district of Philadelphia, Pennsylvania are compiled in this volume. Information concerning current management information, observed activities, attainment of objectives, and program impact is provided for each project. The abstracts also describe project operating years; grades served; number of students, employees, and schools; current budget, and services provided. Two series of comprehensive projects were aimed at reducing deficiencies in basic reading and mathematics skills in kindergarten through twelfth grade students. These projects encompassed individualized instruction, parental involvement, skills centers, mathematics specialists, activity-centered instruction for educable retarded children, and resource teachers. Remedial assistance in computational skills was provided through classroom, tutorial and individualized instruction. Other projects involved introducing students to world affairs and global problems, summer reading readiness, counseling services, aide services, school-community coordinators, computer assisted instruction, institutions for neglected and delinquent children, a multimedia center, summer special education, bilingual education, an individualized education center, intensive reading for secondary students, affective education, and alternative programs. Summer components Title I projects are briefly abstracted. (JAC)

0115 ED 156 729

Forlano, George

Family Living, Including Sex Education.

New York City Board of Education, Brooklyn, N.Y. Bureau of Educational Research.
Pub Date—Aug 70
Note—110p.; For related documents see ED 024 978, ED 043 080, ED 037 803, ED 026 678 ; Best copy available
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Adults, Basic Skills, Black Studies, Career Awareness, *Elementary Secondary Education, Language Acquisition, Linguistic Competence, Mathematics, Parent Participation, Preschool Education, *Program Descriptions, *Program Evaluation, Reading Skills, School Community Relationship, Tutorial Programs
Identifiers—New York (Brooklyn), New York (Harlem), *New York (New York), New York (Queens)

This volume describes and evaluates 21 selected New York City Board of Education Umbrella Programs for the 1974-1975 school year. The programs include: (1) the parent resource center, (2) the teacher self-help program, (3) the East Harlem prekindergarten center, (4) the Brooklyn College volunteer tutoring program, (5) the parent education for pupil progress program, (6) the career awareness program, (7) teaching English to adults in their homes, (8) advanced reading development, (9) the parent orientation program, (10) community and school education development, (11) basic skills after-school for pre-kindergarten, (12) the Goddard-Riverside Educational camp, (13) the Afro-American history caravan, (14) the mental hygiene-linguistic reading program, (15) the High Rock educational program, (16) pictures as a basis for teaching reading, (17) developing an informal parents group, (18) perceptual conditioning for decoding, (19) reading and language, (20) project miniteacher, and (21) the parent child orientation program. (Author/AM)

0116 ED 157 931

Title I ESEA Projects: Digest of Annual Evaluations. Supplementary Edition 1977-1978. A historical summary, by the Department of Federal Evaluation Resources, of the key findings reported in the annual evaluations of each project. Report #7827.

Philadelphia School District, Pa. Office of Research and Evaluation.
Pub Date—Mar 78
Note—79p.; For related documents, see ED 143 700 and 144 987, TM 007 138 and 139
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Abstracts, *Annual Reports, *Compensatory Education, Disadvantaged Youth, Elementary Secondary Education, *Program Descriptions, *Program Evaluation
Identifiers—*Elementary Secondary Education Act Title I, Pennsylvania (Philadelphia), Philadelphia School District PA

This supplement provides a historical summary, for the Philadelphia, Pennsylvania schools, of the key findings in the Annual Evaluations of each Elementary Secondary Education Act Title I project since 1975. The 1977-1978 management information, the key findings for 1975-1976 and 1976-1977, as well as the preliminary findings for 1977-1978 are included. The preliminary findings are not intended as a summative evaluation of any project. Summative evaluation findings will be included in a later report. Projects described here include: Affective Education, Alternative Programs, Benchmark, Bilingual Education, Project Bridge, Comprehensive Mathematics Project, Comprehensive Reading Project, Computer Assisted Instruction, Counseling Services, Education in World Affairs, English as a Second Language, Project Follow Through, Institutions for Neglected and Delinquent Children, Learning Centers, Motivation, Multimedia Center, School Community Coordinator, Summer Special Education, Elementary Mathematics Classroom Aides, and Preschool Child Development Project. (Author/CTM)

0117 ED 158 188

Farberow, Norman L.

Bibliography on Suicide and Suicide Prevention: 1897-1957, 1958-1970.

National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date—72
Note—282p.; Some parts of the document may be marginally legible due to colored background
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402 (Stock number 1740-0342, $2.00)
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors—Bibliographies, Foreign Countries, *Prevention, *Suicide

Research on suicide and suicide prevention has expanded greatly since 1957, when an original bibliography was published in The Cry for Help. The current volume incorporates and expands that original work in the first section (approximately 2,100 items), and adds in the second section an additional 2,542 items which were published between 1957 and 1970. The references in this volume were obtained through intensive search of domestic and foreign medical, psychological, sociological and biological indexes. Separate author and subject indexes have been prepared for each part of the bibliography. (LFB)

0118 ED 158 556

Ward, Raquel And Others

Interviews of Teachers in Title VII K-1 Schools ESEA Title VII Bilingual Project. Formative Evaluation Report No. 7.

Austin Independent School District, Tex. Office of Research and Evaluation.
Pub Date—Jan 75
Note—13p.; For related documents, see FL009447-452
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Bilingual Education, Bilingual Teacher Aides, Cultural Awareness, Educational Assessment, Educational Needs, *Elementary School Teachers, Federal Programs, Formative Evaluation, Grade 1, Inservice Teacher Education, Instructional Materials, *Interviews, Kindergarten, Language Instruction, Language of Instruction, Language Programs, Learning Activities, *Preschool Teachers, Primary Education, *Program Evaluation, Questionnaires, Second Language Learning, *Teacher Attitudes
Identifiers—Elementary Secondary Education Act Title VII, Monolingual Teachers

A summary is presented of interviews with nine kindergarten and first grade teachers, all monolingual, in the four Title VII Bilingual Project schools where participation includes just kindergarten and first grade. Four bilingual teacher aides are assigned to these schools. Intended to provide data for assessment of ongoing activities as well as stated objectives, the interviews were designed to investigate activities such as duties assigned to bilingual aides, in-service training needs, materials needed, the amount of English and Spanish used in instruction and the amount of help needed by the teachers from the project staff. Therefore, the following areas were covered by the fifteen questions on the interview form: (1) language instruction; (2) teacher aides services; (3) classroom needs; (4) inservice training needs; (5) supervision and services by the Title VII staff; and (6) cultural awareness activities. Following a discussion of the results of each of the fifteen items, two significant conclusions are drawn: (1) because the burden of Spanish instruction falls on teachers aides, special training activities for and close supervision of the four aides seem necessary; and (2) to make up for the current lack of cultural activities, a heavy reliance on the aide for such activities is suggested. A copy of the interview form and a summary of teachers' responses to each item are attached. (AMH)

0119 ED 158 557
Ward, Raquel   And Others
Interviews of Bilingual Teacher Aides. November 1974. ESEA Title VII Bilingual Project. Formative Evaluation Report No. 5.
Austin Independent School District, Tex. Office of Research and Evaluation.
Pub Date—Nov 74
Note--13p.; For related documents, see FL009447-452
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Bilingual Education, *Bilingual Teacher Aides, Educational Assessment, Educational Needs, Elementary Education, Federal Programs, Formative Evaluation, Inservice Education, Interviews, Language Instruction, Language of Instruction, Language Programs, Program Evaluation, Questionnaires, Second Language Learning, Spanish Speaking, *Teacher Attitudes, *Teacher Responsibility, Teacher Role
Identifiers—Elementary Secondary Education Act Title VII, Teacher Aide Attitudes, *Teacher Aide Role

A summary report is presented of interviews with 28 bilingual teacher aides who work in ten elementary Schools Austin Independent School District. The interviews were conducted to provide data to assist the project staff in assessing ongoing activities of the aides as well as specific process objectives. They were designed, therefore, with a two-fold purpose, namely to determine in what activities the aides were involved and to determine in what areas the aides needed help. The following areas of particular interest were identified for the interviews: (1) understanding of their role and responsibilities; (2) the kind of inservice training desired; (3) the greatest needs in the classroom; (4) help needed from the project staff; (5) time spent on various activities in the schools; (6) planning strategies; (7) subject areas usually taught in Spanish and English; (8) percentage of time used for each language; (9) daily and weekly schedules; and (10) general comments on the bilingual project. Results for each of the fifteen questions in the interview form are given, with a brief discussion of each. In addition to several specific conclusions, it is noted that, generally, averages for the aides reveal levels of performance comparable to those in the Title VII Project's proposal. A copy of the interview form and a list of additional comments are attached. (AMH)

0120 ED 158 558
Arce, Aaron   Sosa, Xavier
Parent Interview ESAA Bilingual/Bicultural Project, Formative Report No. 6.
Austin Independent School District, Tex. Office of Research and Evaluation.
Pub Date—74
Note--28p.; For related documents, see FL 009 447-452
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Bilingual Education, Educational Assessment, Elementary Education, Formative Evaluation, *Interviews, Language Instruction, Language Programs, *Parent Attitudes, *Parent Participation, Parents, *Parent School Relationship, Parent Student Relationship, Parent Teacher Cooperation, *Program Evaluation, Questionnaires, Second Language Learning, Spanish Speaking, Statistical Data

A summary report is presented of the first of two interviews with a random sample of parents of kindergarten and third grade students in the project. Undertaken as part of the evaluation of the Parental Involvement Component of the ESAA Bilingual/-Bicultural Project, the interviews had a twofold objective: (1) to measure the degree of home support for project students' school activities and learning goals, and (2) to measure the degree of change in this support as a result of project activities. Two conclusions are drawn from an analysis of the results: (1) parents' support and knowledge of the children's school activities is generally satisfactory; and (2) acquaintance with their children's principal and teacher, visiting the school, and dialogue with other parents are areas needing improvement. Most importantly for the ESAA Bilingual/Bicultural Project, 62% had not received communication about the project, and 43% did not feel that they understood bilingual education. The interview form in Spanish and English and an analysis of responses to each item by school and grade level are attached. (Author/AMH)

0121 ED 158 559
Ligon, Glynn
Fall 1974–Parent Interviews. ESEA Title VII Bilingual Project. Formative Evaluation Report No. 8.
Austin Independent School District, Tex. Office of Research and Evaluation.
Pub Date—Nov 74
Note--42p.; For related documents, see FL 009 447-452; Interview form may reproduce poorly due to light and broken type.
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Bilingual Education, Educational Assessment, Elementary Education, Federal Programs, Formative Evaluation, *Interviews, Language Instruction, Language Programs, *Parent Attitudes, *Parent Participation, Parents, *Parent School Relationship, Parent Student Relationship, Parent Teacher Cooperation, *Program Evaluation, Questionnaires, Second Language Learning, Spanish Speaking, Statistical Data
Identifiers—Elementary Secondary Education Act Title VII

A summary report is presented of the first of two interviews with a random sample of parents of kindergarten, third and sixth grade students in the project. Undertaken as part of the evaluation of the Parental Involvement Component of the Title VII Bilingual Project, the interviews had a twofold objective: (1) to measure the degree of home support for project students' school activities and learning goals, and (2) to measure the degree of change in this support as a result of project activities. Two conclusions are drawn from an analysis of the results: (1) parents' support and knowledge of the children's school activities is generally satisfactory; and (2) acquaintance with their children's principal and teacher, visiting the school, and dialogue with other parents are areas needing improvements. Most importantly for the Title VII Bilingual Project, 37% had not received information about the project and 23% did not feel that they understood bilingual education. The interview form in Spanish and English and an analysis of responses to each item by school and grade level are attached. (AMH)

0122 ED 158 834
Gallimore, Ronald   And Others
Pretest and Posttest Results of the First KEEP Program Year. Technical Report #5.
Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.
Spons Agency—California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.
Pub Date—[73]
Note--18p.; For related documents, see PS 009 533-536 and PS 009 538-573
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Demonstration Programs, Hawaiians, *Intelligence Quotient, Intelligence Tests, *Kindergarten, *Program Evaluation, *Socioeconomic Background, Standardized Tests
Identifiers—Hawaii, *Kamehameha Early Education Program

This report presents a pre- and posttest evaluation of the first program year of the Kamehameha Early Education Program (KEEP). Each of the 28 children in the KEEP kindergarten class received three tests: the Wechsler Preschool and Primary Scale of Intelligence (WPPSI), the Metropolitan Readiness Test (MRT), and the Standard English Repetition Test (SERT). The testing scores from the fall and spring were compared on the basis of their correlations with each other and with other variables, such as socioeconomic factors. Improvement on the MRT was only moderately correlated with changes in I.Q. scores. The children with the greatest changes in I.Q. scores tended to have had less school experience and came from lower income families. The high and low MRT change groups showed significant differences on only three of 100 variables, and the three were not in any particular group of variables, as were significant variables of the high and low I.Q. change groups. SERT scores were highly correlated with all three I.Q. test measures for both pre- and posttestings, and were consistently related to socioeconomic factors. While SERT scores did significantly increase from fall to spring, the change in SERT scores did not correlate with initial scores. (Author/JMB)

0123 ED 158 869
Major KEEP Findings, 1971 - 1975.
Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.
Spons Agency—California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.
Pub Date—[74]
Note--4p.; For related documents, see PS 009 533-571 and PS 009 573
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Curriculum, *Demonstration Programs, *Early Childhood Education, *Educational Improvement, Family Influence, *Hawaiians, Information Dissemination, Inservice Teacher Education, Pidgins, Research, Student Motivation, Teaching Methods
Identifiers—Hawaii, *Kamehameha Early Education Program

This report lists the 34 major research findings from the Kamehameha Early Education Program (KEEP) for the years 1971-1975. Each finding is accompanied by a listing of KEEP technical reports and working papers which contain information relevant to that finding. Included among areas covered in the findings are: (1) student motivation, (2) teacher training, (3) student achievement, (4) curriculum, (5) teaching methods, (6) ethnic dialects, (7) family background, and (8) information dissemination. (JMB)

0124 ED 158 870
Gallimore, Ronald   Tharp, Roland G.
KEEP Five-Year Summary Report.
Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.
Spons Agency—California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.
Pub Date—Mar 76
Note--9p.; For related documents, see PS 009 533-572
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Agency Cooperation, *Demonstration Programs, *Early Childhood Education, Educational Improvement, Guidelines, Hawaiians, *Research Design, *Research Projects, Research Utilization
Identifiers—Hawaii, *Kamehameha Early Education Program

This brief summary outlines the activities and findings of the research and development efforts of the Kamehameha Early Education Program (KEEP) from 1971 to 1976. The paper suggests that the original goals of the program were met and that the initial operating procedures agreed upon by

KEEP and the Hawaii State Department of Education were followed throughout the 5-year period. The phasing of the program and the guidelines which shaped the research projects are described and some research findings are briefly summarized. (BD)

0125 ED 159 230

Handbook for the Human Relations Approach to Teaching.

Buffalo Public Schools, N.Y. Human Relations Project of Western N.Y.
Spons Agency—Buffalo Public Schools, N. Y. Div. of Curriculum Evaluation and Development.
Pub Date—70
Note--97p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Class Activities, Curriculum Guides, Elementary Secondary Education, *Humanistic Education, *Human Relations, Intergroup Education, *Interpersonal Relationship, *Sensitivity Training, *Teaching Guides, Units of Study

This is an activities guide for teachers who are looking for techniques and strategies that will help them to "humanize" the curriculum. Section I gives activities to develop positive self concept. The activities proposed in Section II are intended to make students aware of their own feelings toward others. Section III suggests techniques for making students aware of discrimination. In Section IV the problems and importance of nonverbal as well as verbal communication are addressed. Activities designed to help the process of values clarification are proposed in Section V. Section VI consists of group tasks or problems which are to be solved by groups. Possibilities for the use of music, art, poetry, and drama are listed in Section VII. (MC)

0126 ED 160 268

Gurnoe, Katherine J. Skjervold, Christian, Ed.

Indian Legends.

Minneapolis Public Schools, Minn. Dept. of Intergroup Education.
Pub Date—76
Note--37p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—American Indian Education, *American Indians, *Cultural Background, *Elementary Education, Illustrations, *Legends, *Supplementary Reading Materials, Teacher Developed Materials, Tribes
Identifiers—Ojibwa (Tribe), Sioux (Tribe), Winnebago (Tribe)

Presenting American Indian legends, this material provides insight into the cultural background of the Dakota, Ojibwa, and Winnebago people. Written in a straightforward manner, each of the eight legends is associated with an Indian group. The legends included here are titled as follows: Minnesota is Minabozho's Land (Ojibwa); How We Got the Rainbow (an extension of the Ojibwa Minabozho legend); How the Birds Came to Have Their Many Colors (no tribal designation); The Story of Coyote and Moradjawinga (Earth Wanderer–a Winnebago legend); The Four Winds (Sioux); The Great Circle (Dakota); Legends of the Pipestone Quarry: The Three Maidens and The Dakota Buffalo Maiden Story (both Dakota). Each of the narratives includes complementary illustrations. A five-item bibliography is also included. (JC)

0127 ED 160 269

Gurnoe, Katherine J. Skjervold, Christian, Ed.

American Indian Recipes.

Minneapolis Public Schools, Minn. Dept. of Intergroup Education.
Pub Date—74
Note--28p.
Pub Type— Books (010)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adult Education, *American Indians, *Cooking Instruction, *Cultural Background, Elementary Secondary Education, *Food, *Geographic Regions
Identifiers—Native Americans, *Recipes

Presenting some 60 to 70 Native American recipes, this document includes a brief introduction and a suggested reading list (15 citations related to American Indian foods). The introduction identifies five regional Native American cuisines as follows: in the Southwest, peppers and beans were made into chili, soups, guacamole, and barbecue sauces by the Pueblo, Papago, and Hopi tribes; in the Northwest, seafood recipes were the contributions made by the Tlingit, Kwakiutl, Salich, and other tribes; in the Great Plains, roasted buffalo was the contribution made by the Sioux and the Cheyenne; in the South, the Cherokee and other tribes contributed stews, soups, and an assortment of cornbreads; in the Northeast, the clam bake and baked beans were contributions made by the Narragansetts, Penobscots, and Powhatans. Exemplary recipes found in this document include fry bread (Navajo, Chippewa, and Dakota style), water cress soup, berry soup, fried wild rice casserole, venison and beef jerky, Zuni mutton stew, buffalo steak with wild rice dressing, smoked venison, muskrat, quail, fruit leather, thistle salad, wild teas, Seminole sour bread, Shawnee blue bread, etc. (JC)

0128 ED 160 279

A School and Home-Based Bilingual Education Model (Kindergarten-Grade 4): End-of-Year Evaluation Report, 1977-78 (Third-Year Evaluation Study).

Askins (B.E.) and Associates, Lubbock, Tex.; Clovis Public Schools, N. Mex.; Texas Tech Univ., Lubbock.
Spons Agency—Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date—Jun 78
Grant—G007507036
Note--29p.; For related document, see ED 144 705
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, *Bilingual Education, *Demonstration Programs, *Early Childhood Education, English (Second Language), Evaluation Methods, *Intervention, Language Acquisition, Mexican Americans, Program Evaluation, Reading Achievement, School Readiness, *Spanish Speaking
Identifiers—*New Mexico (Clovis)

Designed to develop, over a 5-year period, a model K-6 bilingual program, the project provided early childhood bilingual education intervention to facilitate the learning of English and Spanish simultaneously in an effort to effectively develop the child's cognitive, affective and psychomotor skills. Innovative and tested instructional bilingual-bicultural materials were implemented to assist children with limited English speaking ability from low income families. Located in the Clovis, New Mexico municipal schools, the project was divided into two programs: kindergarten and grades 1-4. The primary focus of the 1977-78 external evaluation was to measure the project's impact on student achievement in language development, reading, and math skills. Assessed were bilingual language development, school readiness, and basic skills in the kindergarten and language development, reading, and math skills in grades 1-4. The kindergarten evaluation design consisted of a pre- and posttest one group design and a special regression model. The Grades 1-4 Program was evaluated with a two group (treatment and control) pretest-posttest covariance model. Results indicated that the kindergarten students made significant gains in school readiness and basic skills but not in language development; and, there was no significant difference between the treatment (bilingual) and control groups in terms of English and Spanish language development and developmental skills in reading and math, except in the area of reading at the second grade level, with the difference in favor of the control group. (Author/NQ)

0129 ED 161 536

Improving the Verbal Cognitive Skills of Disadvantaged Preschool Children Through the Arts. Project Termination Report.

Columbus Public Schools, Ohio.
Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C.
Pub Date—31 May 77
Note--323p.; Best copy available
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors—Comparative Analysis, Creative Development, *Disadvantaged Youth, *Early Childhood Education, Educational Research, Educational Strategies, Instructional Materials, Intervention, *Learning Activities, Manipulative Materials, *Sensory Integration, *Teaching Methods, Verbal Ability, *Verbal Development
Identifiers—*Clay

Three hundred twenty-six disadvantaged boys and girls in pre-kindergarten and kindergarten were pre- and post-tested in clay sculpturing, drawing and verbal cognitive abilities to determine whether teaching children through a non-verbal art medium, clay, would improve their verbal skills. Assessment instruments were developed. Children were assigned to 1 of 4 treatment groups in which teachers (1) encouraged children's clay activities; (2) provided guidance through discussions of how to solve clay sculpturing problems; (3) supplemented discussion with demonstrations of techniques for working with clay; and (4) provided no special treatment (this group served as a control). The data analysis focused on 3 research questions: (1) Does intervention through clay make a difference in the development of children's verbal cognitive achievement? (2) Does the method of teaching clay make a difference in the development of children? and (3) What type of clay teaching program is best for which type of children? Children in the combined experimental teaching programs made significantly more improvement than the control group in clay, drawing, and verbal cognition achievement, and the technique teaching approach was most effective in developing clay, drawing and verbal cognitive capabilities in all boys and girls. These and other findings are discussed in detail. Appendices provide information on testing and teacher-training materials used in the study. (Author/SE)

0130 ED 162 064

Tucson Career Education Project. Tucson, Arizona, School District No. 1. First Funding Year, June, 1976. Final Project Performance Report.

Tucson Public Schools, Ariz.
Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date—Jun 76
Grant—G007502314
Note--59p.; Not available in hard copy due to broken print in original document; For related documents see ED 114 586 and ED 120 411
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Attitude Change, Bilingual Education, *Career Awareness, Career Counseling, *Career Education, Career Exploration, Dropout Programs, Elementary Secondary Education, Employment Opportunities, *Fused Curriculum, Job Placement, Job Search Methods, Learning Activities, Minority Group Children, Occupational Information, Spanish Speaking, Teacher Attitudes
Identifiers—Arizona, Education Amendments 1974, Tucson School District No 1

The project was designed to accomplish three major goals: to broaden occupational understandings of pupils K-12, to expand employment opportunities of minority youth dropouts or potential dropouts, and to develop long-term cooperation and communication between the school and community employers or agencies. Major project accomplishments fell into four categories: (1) changes in teacher attitudes toward career education, (2) changes in learner behavior, (3) specific products, and (4) activated processes and strategies. At the elementary level, emphases in five target schools were on curriculum infusion and career awareness. In junior high and high school, curriculum infusion and career awareness were carried on with teachers and in class groups. Other functions such as job survival, career exploration, counseling, and placement were accomplished in small groups. The dropout component required an individualized approach, but some job survival counseling occurred in small groups. Generally, the project objectives were attained. One project accomplishment was the training of teachers, administrators, and counselors in using infusion strategies and in assisting youth with career selection and goal-seeking. Also noted was the school personnel's accompany attitude shifts from negative/apathetic to positive. Minority youth, including dropouts, were provided with specialized assistance which had been otherwise unavailable. Bilingual career education materials were developed. (C[illegible])

0131 ED 162 475
Rumble, Richard D.
Mainstreaming the Handicapped in Vocational Education. Literature Review. (A Research Project in Vocational Education in the Portland Public Schools).
Portland Public Schools, Oreg.
Pub Date—Jan 78
Note--47p.; For related information, see EC 112 558 - 561
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Federal Legislation, *Handicapped Children, Literature Reviews, *Mainstreaming, Models, *Research Reviews (Publications), Secondary Education, Success, *Vocational Education
Identifiers—*Education for All Handicapped Children Act

The first of five reports from a project on mainstreaming the handicapped in vocational education presents a literature review drawn from an ERIC (Educational Resources Information Center) search and responses by 16 secondary school curriculum leaders. The review touches upon the following topics: history, P.L. 94-142 (the Education for All Handicapped Children Act), mainstreaming, the population, specialization, current program models, cooperative work experience and placement, regional support, and aspects of successful programs (such as individualized instruction, flexible grading, and coordinated leadership). (CL)

0132 ED 162 476
Rumble, Richard R.
A Synthesis of Information Obtained from a Literature Review and Field Research Activities Regarding the Mainstreaming of Handicapped Learners in Vocational Education.
Portland Public Schools, Oreg.
Pub Date—78
Note--22p.; For related information, see EC 112 557 - 561
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Federal Legislation, *Handicapped Children, *Mainstreaming, *Organizational Effectiveness, Secondary Education, *Success, Teacher Attitudes, *Vocational Education
Identifiers—*Education for All Handicapped Children, Oregon (Portland)

The report, second in a series of five on mainstreamed handicapped students in vocational education, synthesizes findings from a literature review and an organizational capacity study of the Portland, Oregon, school district. Considered are such topics as the status of the art, organizational issues (including inservice programs and planned work experience), issues related to teacher attitudes, instructional equipment, and structural barriers. The prognosis for implementing P.L. 94-142, the Education for All Handicapped Children Act, is considered in terms of facilitating factors (such as the existence of good support systems and agreement on the importance of preparation for work) and inhibiting factors (such as funding restrictions). (CL)

0133 ED 162 477
Rumble, Richard R.
A Survey of the Attitudes of Secondary Teachers Toward the Mainstreaming of Handicapped Learners. (A Research Project in Vocational Education in the Portland Public Schools).
Portland Public Schools, Oreg.
Pub Date—78
Note--42p.; For related information, see EC 112 557 - 561
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Administrator Attitudes, Exceptional Child Research, *Handicapped Children, Secondary Education, *Teacher Attitudes, *Vocational Education

As part of a project on mainstreamed handicapped students in vocational education, 402 secondary teachers and 19 administrators completed a questionnaire about their abilities to teach handicapped learners. Results were analyzed in terms of contact with the handicapped, willingness to work with the handicapped, accommodation of the handicapped, teacher attitudes regarding the handicapped, practicality of mainstreaming, and needed assistance. Among results were that teachers and administrators were sufficiently concerned about the topic; teacher contact with handicapped students was somewhat related to the size of the handicapped population; and increased paperwork, inability to individualize, too many students, and too many other responsibilities were among factors which teachers felt made mainstreaming impractical. (CL)

0134 ED 162 478
Rumble, Richard R.
A Survey of the Attitudes of Secondary Vocational Cluster Teachers Toward the Mainstreaming of Handicapped Learners. (A Research Project in Vocational Education in the Portland Public Schools).
Portland Public Schools, Oreg.
Pub Date—78
Note--17p.; For related information, see EC 112 557 - 561
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Exceptional Child Research, *Handicapped Children, *Mainstreaming, Secondary Education, *Teacher Attitudes, Vocational Education, *Vocational Education Teachers

One-hundred and twenty vocational cluster teachers completed a questionnaire on their attitudes toward the integration of handicapped students into vocational programs. Results were analyzed in terms of contact and willingness to work with the handicapped, teacher attitudes, accommodation of the handicapped, needed assistance, and practicality of mainstreaming. Among major findings were a clear relationship between contact with the handicapped and teacher confort; concern about personal liability in working with the handicapped; and indications of need for extra support personnel, training in instructional methods, and curriculum development. (CL)

0135 ED 162 479
Stowell, Mary Anne
Handicapped Learner Participation in Vocational Education: A Report on Student, Parent and Teacher Interviews.
Portland Public Schools, Oreg.
Pub Date—78
Note--16p.; For related information, see EC 112 557 - 560
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Employment, Exceptional Child Research, *Handicapped Children, *Mainstreaming, *Parent Attitudes, Secondary Education, *Student Attitudes, *Teacher Attitudes, *Vocational Education

The last in a series of reports from a project concerning mainstreaming handicapped students in vocational education programs presents results of interviews with orthopedically handicapped, hearing impaired, mildly retarded, emotionally handicapped, and visually impaired students; their parents; and special education teachers and counselors. Survey findings are discussed, and are said to indicate that a high percentage of the handicapped Ss were mainstreamed into the regular school curriculum, that all students expected to be employed at some point, and that both parents and students tended to be uninformed about vocational education offerings in the school district. (CL)

0136 ED 163 038
Chern, Hermine J. And Others
Evaluation of Career Education Projects. 1977-1978. Report #7905.
Philadelphia School District, Pa. Office of Research and Evaluation.
Pub Date—Sep 78
Note--152p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Adult Education, *Adult Programs, *Course Evaluation, Disadvantaged, Educational Assessment, Elementary Secondary Education, Occupational Home Economics, *Program Descriptions, Program Development, *Program Evaluation, Special Education, Trade and Industrial Education, *Vocational Education
Identifiers—Pennsylvania (Philadelphia), Philadelphia School District PA

This document is a compendium of evaluations of 27 federally funded vocational education programs in the school district of Philadelphia, Pennsylvania as of the end of the fiscal year, June 30, 1978. Six projects which were scheduled but not implemented are briefly described. Twenty-four of the implemented projects were concerned directly with classroom or shop instruction, including three concerned with instruction of out-of-school youth and adults. Five projects were designed to serve the career needs of trainable and educable mentally handicapped students, socially handicapped, and the emotionally disturbed. Several projects emphasized individualized programs. Several projects were able to provide students with direct hands-on experiences. Some administrative problems associated with project implementation are mentioned. (Author/CTM)

0137 ED 163 668
Boyce, Douglas A. Elzey, Freeman F.
A Study of the Vocational Adequacy of Former Special Education Students Following High School Graduation.
San Francisco Unified School District, Calif.
Spons Agency—California State Dept. of Education, Sacramento.
Pub Date—15 Sep 78
Note--85p.
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Employment, Followup Studies, Graduate Surveys, *Handicapped Children, *High Schools, *Program Effectiveness, Secondary Education, *Vocational Education
Identifiers—*California (San Francisco)

A study was made of the effectiveness of the San Francisco Unified School District's Special and Vocational Educational Programs in preparing handicapped students for the work world. Ninety-eight high school graduates were divided into two groups–those who had received vocational training (T) and those who hadn't (NT)–and were interviewed along with their parents, employers, and former teachers. Among the findings were that more T then NT graduates had held a job since graduation and that their jobs tended to be of a higher level; that a greater percentage of the NT group were very dissatisfied with their jobs; and that T group workers needed less supervision and on-the-job training than did NT workers. Among the recommendations resulting from the survey were that there be provisions made for earlier detection of handicapping conditions in students at the elementary and junior high levels, and that continual and intensive counseling be provided for handicapped students during high school. (DLS)

0138 ED 164 564
McNamara, Thomas
Follow Through Pupil Achievement Characteristics in Philadelphia Quasi-Longitudinal Data 1975-1976 and 1976-1977. Report #7870. Appendices Volume.
Philadelphia School District, Pa. Office of Research and Evaluation.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—May 78
Note--507p.; Not available in hard copy due to marginal legibility of original document; For earlier

reports, see ED 136 941 and 942

Pub Type— Reports - Research (143)

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Achievement, Achievement Rating, *Attendance Patterns, *Compensatory Education, Data Analysis, *Educational Experience, Elementary Education, Group Norms, Longitudinal Studies, Performance Factors, *Program Effectiveness, Program Evaluation, *Program Length, Tables (Data)

Identifiers—Pennsylvania (Philadelphia), Philadelphia School District PA, *Project Follow Through, Project Head Start

Quasi-longitudinal data on student achievement, drawn from a computerized file on about 50,000 children, essentially consist of cross-sectional performance data analyzed in terms of length of program exposure while allowing for analysis of post-program performance on the basis of program exposure. The data are also analyzed according to the major variables of Head Start or equivalent experience, and yearly absence rates. Performance is analyzed in the form of effectiveness scores, which involve: (1) ratio of actual to possible instances of higher performance; (2) comparison of Follow Through groups with total city and non-Follow Through; and (3) percentile ranks above the 50th and below the 16th in reading and mathematics achievement. The findings indicate that low absence and/or Head Start or similar early experience positively affect achievement. Very extensive data tables are appended which present achievement data for different Follow Through programs and grade levels. (Author/GDC)

0139 **ED 164 573**

Maraschiello, Richard

Post-Program Achievement of Prekindergarten Children in Philadelphia: Quasi-Longitudinal Data. 1974-1975 Through 1976-1977. Report # 7901.

Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date—Jun 78

Note--37p.; For related document, see TM 007 721

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Attendance Patterns, *Compensatory Education, Early Childhood Education, *Early Experience, Educational Experience, Longitudinal Studies, *Performance Factors, *Preschool Education, *Program Effectiveness, Program Evaluation

Identifiers—Pennsylvania (Philadelphia), Philadelphia School District PA, *Project Follow Through, Project Head Start

Data are reported on the performance of the total available prekindergarten population affiliated with the School District of Philadelphia as its "graduates" proceeded through the school years. The report covers three cohorts–those entering kindergarten in the fall of 1974, 1975, and 1976–from the two major prekindergarten programs in the city for which data were available back to September, 1974. This report provides three years of information on kindergarten performance, two years on first grade performance, and one year on second grade performance. Compared to total city performance, prekindergarten experience generally produced higher reading and mathematics achievement. The data, however, did not support a differential effect for a specific type of prekindergarten experience. Follow Through experience following prekindergarten had a consistently positive effect on mathematics performance. Of the original Follow Through programs, the Behavior Analysis model, combined with prekindergarten experience, resulted in higher achievement than any other model. This group's performance also exceeded three fourths of the non-Follow Through comparison groups. It was also found that low absence while in Follow Through enhanced the performance of children with prekindergarten experience. (Author/GDC)

0140 **ED 164 649**

Berry-Caban, Cristobal S.

A Survey of the Puerto Rican Community on Milwaukee's Northeast Side in 1976.

Milwaukee Urban Observatory, Wis

Pub Date—77

Note--56p.; Pages 2 (map) and 41-52 (appendices) may not reproduce well due to reproduction quality of the original document

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Biculturalism, Bilingual Education, *Community Characteristics, *Community Surveys, *Ethnicity, Housing Deficiencies, Immigrants, Income, Language Handicaps, Political Attitudes, *Puerto Ricans, Recreation, Religion, *Socioeconomic Status

Identifiers—*Wisconsin (Milwaukee)

Based on a research study carried out in the mid-1970s, this paper traces the Puerto Rican immigration into Milwaukee and provides an overview of the economic and social conditions which fostered the growth of Milwaukee's Puerto Rican population. Also discussed are Puerto Rican family and household characteristics, religion, jobs and income, and health care. The Puerto Rican neighborhood is examined in terms of its housing, community organizations, recreation, and transportation. The political climate of the Puerto Rican community is described as being marked by indifference and disunity. The various stages that the educational process has undergone through the years in meeting the needs of Puerto Rican students are described, with particular attention given to the growth of bilingual/bicultural programs. In addition, the prospect of Puerto Ricans maintaining their ethnic identity into the 1980s is discussed. Appendices list comments by Puerto Rican individuals regarding such factors as language problems, health care, youth problems, neighborhood problems, recreation, transportation, and organization participation. (EB)

0141 **ED 164 771**

Crow, Karen, Comp. Martin, Joan, Ed.

Consumer Education: Consumer Education I and Consumer Education II. Course Objectives, Content Analysis, Supporting Objectives and Content Generalizations.

San Diego State Univ., Calif.; San Diego Unified School District, Calif.

Pub Date—Mar 78

Note--60p.; Not available in hard copy due to light print in the original document

Pub Type— Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Career Education, *Consumer Education, *Course Content, Course Descriptions, *Course Objectives, *Course Organization, Cultural Awareness, *Curriculum Development, Curriculum Guides, Decision Making, *Family Life Education, Home Economics Education, Human Development, Money Management, Program Development, Purchasing, Secondary Education

Identifiers—California (San Diego)

Consumer education course objectives, content analysis, supporting objectives, and content generalizations are presented in this teacher's guide for Consumer Education 1 and 2 for the San Diego Unified School District. Course objectives are aimed at several areas of consumer and family studies: consumer education, cultural awareness, human potential (including sex stereotyping), and career education. A grid is included to summarize and show quickly how each course objective relates to these four emphases. A course rationale, description, objectives, and goals are given for Consumer Education 1 and 2. Areas studied under content analysis include: life styles; decision making–consumer behavior; consumer in the economy; rights and responsibilities; money management; savings; borrowing; buying (food marketplace, clothing, transportation, housing and home furnishings); environment; and employment and employability. Suggested time sequences are also listed. These same areas are then considered from the standpoint of objectives and accompanying content generalizations. (CT)

0142 **ED 164 772**

Project EPIC. Educational Preparation for Involvement in Careers. Career Education Demonstration. K-12 Low Income Students. Final Report, 1975-1976.

Jefferson County Public Schools, Louisville, Ky. Office of Career Education.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Grant—G007503402

Note--423p.; Not available in hard copy due to reproducibility problems; For related documents see CE 017 713-716, ED 114 586 and ED 120 411

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Career Awareness, *Career Education, *Career Exploration, Career Planning, Community Involvement, Curriculum Development, Decision Making Skills, *Economically Disadvantaged, Elementary Secondary Education, Experiential Learning, Low Income Groups, Program Administration, Program Development, Program Effectiveness, *Program Evaluation, Questionnaires, Self Concept, Surveys, Tables (Data), *Urban Schools, Vocational Education, Work Attitudes

Identifiers—Education Amendments 1974

Project EPIC (Educational Preparation for Involvement in Careers) was designed for the needs of low income, inner city students (K-12). The curriculum was divided into three phases: awareness (focusing on a basic foundation in the areas of academics, work, self concept, decision making, and community for grades K-6); exploration (focusing on additional skill training, hands on experiences, greater self analysis; and in-depth exploration of jobs for grades 7-9); and preparation (focusing on the selection of job or educational preparation programs and further skill training and occupational exploration for grades 10-14). A product evaluation was conducted to assess the student outcomes in the following categories: (1) knowledge of occupations/job clusters; (2) knowledge of career concepts; (3) decision-making skills; (4) improved self concept; (5) career planning; (6) school as preparation; and (7) identifying desirable work habits. Overall, survey and test results indicated that most students met or surpassed the established criterion in each category, with some exceptions in category 5. A process evaluation was conducted to insure a detailed description of the installation/implementation of the program and to provide a monitoring system to detect deficiencies in the design or implementation. This was accomplished through the use of Management Information System and several teacher questionnaires, interviews, surveys, and classroom observations. (A major part of this document contains appended materials, including product and process evaluation data and instruments.) (BM)

0143 **ED 166 228**

Evaluation of Title I ESEA Projects, 1977-1978. Abstracts: Report #7876.

Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date—Aug 78

Note--144p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Bilingual Education, *Compensatory Education, *Educational Assessment, Elementary Secondary Education, Private School Aid, Program Descriptions, *Program Evaluation, *Remedial Mathematics, *Remedial Programs, *Remedial Reading, School Community Relationship, Social Sciences, *Summer Programs, Urban Schools

Identifiers—*Elementary Secondary Education Act Title I, Pennsylvania (Philadelphia), Philadelphia School District PA

Evaluation of 33 Elementary Secondary Education Act Title I projects, together with 14 summer components, in the Philadelphia, Pennsylvania school system are summarized. After the summary, each of the projects are described separately. The project reports include identification and descriptive data followed by comments on observed activities, attainment of objectives, and impact. The summer component reports provide comments on goals set, activities employed to attain the goals, goals attained, goals not attained, and changes suggested by project administrators. The six project categories are: (1) comprehensive reading, (2) comprehensive mathematics; (3) programs for limited English-speaking-ability pupils; (4) social sciences; (5) supportive services; and (6) nonpublic school projects. (Author/CTM)

0144 ED 166 240
Bortin, Barbara H.
Milwaukee Bilingual Education Program 1977-1978. (ESEA Title VII Bilingual Grant # G 007507202).
Milwaukee Public Schools, Wis. Dept. of Educational Research and Program Assessment.
Pub Date—78
Note--138p.; For related document, see ED 135 823 ; Page 139 is in Spanish
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Academic Achievement, *Bilingual Education, *Educational Assessment, Elementary Secondary Education, Language Skills, Mathematics, *Multicultural Education, Parent Attitudes, Program Descriptions, *Program Evaluation, Reading Achievement, *Spanish Speaking, Student Attitudes, Typewriting
Identifiers—Elementary Secondary Education Act Title VII, Milwaukee Public Schools WI, Wisconsin (Milwaukee)

This evaluation report describes the outcomes of the third year of an ESEA Title VII continuation grant to refine an exemplary bilingual/bicultural kindergarten-primary prototype program and to develop three new secondary subjects: English for Latinos, Bilingual Typing, and Career Orientation. The 1,004 pupils in the 1976-77 program varied in language dominance from monolingual English through bilingualism to monolingual Spanish. For these pupils in a "developmental" model, bilingual teachers presented the regular curricula in both Spanish and English in a program emphasizing Hispanic culture. The bilingual/bicultural program and the evaluation design are described. Results are presented for kindergarten, English reading, Spanish reading, bilingual language skills, mathematics, secondary school programs, English for Latinos, and bilingual typing. Additional studies include attitudes toward school, a parent survey, a bilingual typing survey, a modified cloze test for Spanish reading comprehension, a census of limited-English-speaking pupils, and evaluation of a preservice workshop. (Author/CTM)

0145 ED 166 267
Weatherford, M. Stephen
Popular Participation and Representation in the Urban Environment: The School Desegregation Issue in Los Angeles.
Pub Date—78
Note--33p.; Paper prepared for presentation at the Annual Meeting of the American Political Science Association (New York, New York, August 13-September 3, 1978)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Bus Transportation, Civil Rights, *Community Involvement, Desegregation Litigation, Desegregation Methods, Elementary Secondary Education, *Group Behavior, *Parent Attitudes, Public Opinion, Public Policy, *School Desegregation, *Segregationist Organizations
Identifiers—*California (Los Angeles), National Association for Neighborhood Schools, United Parents Against Busing

Most scholarly literature on school desegregation treats opposition to busing as racist, reactionary, or as springing from deeper conditions of alienation or anomie. From this viewpoint, anti-busing demonstrations are episodic, unorganized and not founded on any thoroughgoing comprehension of the immediate policy issue. Busing is merely the triggering event which releases the individual's anger at social injustice. A case study of opposition to busing in Los Angeles (surveying its leadership, members, activities, and organizational characteristics) challenges this description. The account of the anti-busing movement which views it in terms of the collective mass behavior outbursts hypothesized by mass society theories is found to be inappropriate. The reasons individuals join and participate in anti-busing organizations appear to be quite different from the "symbolically racist" characteristics which correlate with verbal opposition to busing in public opinion surveys. Given the undesirability of white flight, anti-busing claimants should be included in pluralistic bargaining over the desegregation plan. (Author/WI)

0146 ED 166 315
Beck, William W.
Dallas School Desegregation: History and Precedents.
Pub Date—13 Oct 78
Note--18p.; Paper presented at the Texas Council for the Social Studies Annual Convention (26th, Corpus Christi, October 13, 1978)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Blacks, Bus Transportation, *Community Attitudes, Community Involvement, *Desegregation Litigation, Elementary Secondary Education, Equal Education, History, Magnet Schools, Mexican Americans, Parent Participation, *School Desegregation, *Urban Schools, Whites
Identifiers—*Texas (Dallas)

Since the 1954 Brown decision, Dallas residents have engaged in avoidance, resistance, legal battles and, finally, cooperation and compromise in the desegregation of Dallas schools. It now appears that Dallas is making some progress toward desegregation. Except for some segments of the black community, who felt they had been betrayed because of a remaining all-black subdistrict, the 1976 Dallas desegregation plan has received strong support from virtually every segment of the Dallas community. Although there is continued controversy over the pupil assignment plan and the effectiveness of magnet schools, the number of one-race schools in Dallas has been reduced by over 50 percent in a two-year period. Present trends in Dallas, however, make the future of Dallas schools uncertain. Several individuals believe that "freedom of choice" coupled with quality education are more important than complete integration and the elimination of one-race schools. There is also a concern about retaining or regaining support of the middle class and about the role of the community in enacting urban school changes. In addition, despite numerous innovative approaches and significant desegregation progress, the trend persists that Dallas Anglos often have different perceptions of their schools than do either blacks or Mexican-Americans. (Author/EB)

0147 ED 166 422
An Evaluation Study of the District of Columbia Experience Based Career Education Program. Final Report.
Creative Research Associates, Inc., Silver Spring, Md.
Spons Agency—District of Columbia Public Schools, Washington, D.C. Dept. of Career Development.; Office of Education (DHEW), Washington, D.C.
Pub Date—Sep 78
Contract—0589-AA-NS-0-7-6A
Note--117p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Academic Education, Basic Skills, *Career Development, *Career Education, Experiential Learning, *Individualized Programs, Program Development, Program Effectiveness, *Program Evaluation, Resource Centers, Secondary Education, Sex Fairness
Identifiers—District of Columbia, *Experience Based Career Education, Far West Laboratory for Educational R and D CA

A third-party evaluation of the District of Columbia Experience Based Career Education Program (D.C. EBCE) was conducted in 1978. The program involved tenth- and eleventh-grade students in an individualized program of study that included academic instruction and career development opportunities. Using the Context, Input, Process, and Product (CIPP) design, the evaluation determined the program's success in meeting its goals, which included gaining support of administration and parents; implementation, in terms of management, staff, and effectiveness of the resource site; academic quality; career development; and sex equity. Evaluation instruments included the Everyday Skills Test (reading and mathematics), the Career Maturity Inventory, and the Tennessee Self Concept Scale. These were administered on a pretest-posttest basis along with a writing skill test. Interviews and questionnaires were administered to advisory council members, staff, administrators, parents, and students. Additional information was obtained from records, documents, and observations. The conclusions drawn from these findings were as follow: (1) D.C. EBCE is reaching its goals and is supported by school administration, the community, and parents; (2) more development of resource sites is recommended for future years; (3) the D.C. EBCE's academic program is sound; (4) much progress has occurred in the area of career development; and (5) the Far West Laboratory model adapts well in the Washington, D.C., environment. (Data tables and sample questionnaires are included.) (CT)

0148 ED 166 889
Ehrlich, Virginia Z.
The Astor Program for Gifted Children: Pre-Kindergarten Through Grade Three.
Columbia Univ., New York, N.Y. Teachers College.; New York City Board of Education, Brooklyn, N.Y.
Spons Agency—Vincent Astor Foundation, New York, N.Y.
Pub Date—Oct 78
Note--268p.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—Curriculum, *Gifted, *Preschool Education, Program Administration, Program Descriptions, Program Development, Program Evaluation, *Resource Centers, Talent Identification
Identifiers—*Astor Program for Gifted Children

The report presents a summative evaluation of the Astor Program for Gifted Children, which developed a resource center and also implemented a "host school" concept for intellectually gifted preschoolers in New York City. The program director's tasks in coordinating a resource center are discussed, including involving policy makers at high levels of authority, public relations, information and consultant services, and citywide conferences and training institutes. Some guidelines for the functions of a resource center are also presented. The program's planning and administration are discussed in terms of teacher selection - which gets a special focus in a later section - selecting participating districts and schools, and some early problems. Pupil selection is reviewed, along with various background data on the participating students and their families. The curriculum itself is examined, including the standard skills, special interest topics, and individual talents it covered, as well as character development and personal growth. The evidence is said to indicate, among other things, that the Astor Program fostered significant gains in student achievement, specifically in the areas of work knowledge, reading, and mathematics, and in love of learning and enthusiasm for school. Various forms, questionnaires, and lists are appended. (DLS)

0149 ED 166 992
Shon, Mary Lee
Korean Children's Day. Hanguk Orini Nal.
Los Angeles Unified School District, Calif.
Pub Date—76
Note--24p.; A cassette is available to accompany the text.
Available from—Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012
Language—Korean; English
Pub Type— Guides - Classroom - Learner (051) — Creative Works (030)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Bilingual Education, Childrens Literature, Cultural Awareness, Elementary Education, Instructional Materials, *Korean, *Korean Americans, Korean Culture, *Language Instruction, *Reading Instruction, Reading Materials, *Second Language Learning, Uncommonly Taught Languages
Identifiers—*KEYS Project, Knowledge of English Yields Success Project

This bilingual-bicultural reader in Korean and English is intended for elementary school children in a bilingual education setting. Pen-and-ink drawings illustrate the story about two Korean-American children celebrating the Korean Children's Day. (NCR)

0150 **ED 167 114**

Muser, Arthur L. And Others

Highline Public Schools Computer-Assisted Instruction Project: A Program to Meet Disadvantaged Students' Individual Needs for Basic Skill Development: Final Report.

Highline Public Schools, Seattle, Wash.
Pub Date—30 Jun 77
Note--114p.; Parts marginally legible due to print quality
Pub Type— Reports - Evaluative (142) — Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Arithmetic, *Basic Skills, *Computer Assisted Instruction, *Economically Disadvantaged, *Educationally Disadvantaged, Language Skills, Nontraditional Education, Parent Attitudes, *Program Effectiveness, Program Evaluation, Reading Skills, Secondary Education, Skill Development, Student Attitudes, Teacher Attitudes

This description of a computer-assisted instruction project, which provides an alternative approach to individual instruction in basic skills for economically and educationally disadvantaged students at the secondary level, includes the results of evaluations conducted at the end of each of three school years. Instruction in priority areas–arithmetic, language arts, and reading–was administered to students severely deficient in one or more skill areas in a different manner within each school. Management and student outcome objectives were evaluated by written documentation and data on student pre- and posttests. Data indicate that student use was excellent during the 1974-1975 school year, outcome objectives were met, and response by students, parents, and faculty was generally positive. Management and student outcome objectives in the second year of implementation met or exceeded expectations, student and teacher involvement increased remarkably, and student, parent, and faculty attitudes were especially positive. Objective data for the third year of operation produced the most outstanding results, indicating that the program was highly successful and that computer-assisted instruction is a viable method of building basic skills with eligible students. (CWM)

0151 **ED 167 581**

Maraschiello, Richard F. Prusso, Kenneth W.

Prekindergarten Head Start Evaluation. Year End Report. 1977-1978. Report No. 7916.

Philadelphia School District, Pa. Office of Research and Evaluation.
Pub Date—Oct 78
Note--73p.; Parts may be marginally legible due to type
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Child Development, Classroom Observation Techniques, *Compensatory Education, Disadvantaged Youth, *Educational Methods, Educational Objectives, Federal Programs, Parent Participation, *Preschool Education, Program Evaluation, School Health Services, Social Services, Staff Development
Identifiers—Pennsylvania (Philadelphia), Philadelphia School District PA, Project Head Start

The Prekindergarten Head Start (PKHS) program employed five different instructional models: Bank Street (BS), Behavior Analysis (BA), Montessori (M), Open Classroom (OC), and Responsive Learning (RL). All program components: education, social service, health and nutrition, staff development, and parent involvement performed as expected. Data from classroom observations indicate activities involving the following developmental categories were most often addressed: social interaction/rapport, language/vocabulary, and fine motor manipulation. A comparison of the developmental status (as reported on the Developmental Behavior Checklist) of PKHS children with the total prekindergarten population showed PKHS children performed successfully on the same or a greater number of items than the total prekindergarten population. Seventy-four percent of the PKHS population received physical exams and developmental histories. Social service workers made 6,030 family contacts focusing on attendance and recruitment. Approximately 85% of the PKHS Instructional staff attended staff development workshops. Respondents indicated that the workshops had greatest impact in two areas: basic skills and suspected child abuse and neglect. Seventy-eight percent of 565 parents attended at least one meeting, activity, or workshop during the year. All data collection instruments are appended. (Author/CP)

0152 **ED 167 583**

Final Technical Report 1976-1977. Systemwide Evaluation. Publication Number: 76.69.

Austin Independent School District, Tex. Office of Research and Evaluation.
Pub Date—Jun 77
Note--378p.; For related document, see TM 008 300; Not available in hard copy due to marginal legibility of original document
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Academic Achievement, Achievement Tests, *Basic Skills, *Educational Assessment, Elementary Secondary Education, Mathematics, National Norms, Program Descriptions, Reading Achievement, Surveys, Tables (Data), *Testing Programs, Test Results
Identifiers—*Austin Independent School District, TX, Boehm Test of Basic Concepts, Metropolitan Readiness Tests, Sequential Tests of Educational Progress, Texas (Austin)

A series of reports describes the activities of the Office of Research and Evaluation and compiles data descriptive of the Austin (Texas) Independent School District. This report consists of four appendices, one for each of four test batteries: California Achievement Tests, Sequential Tests of Educational Progress, Boehm Tests of Basic Concepts, and Metropolitan Readiness Tests. Data are provided in detail. Brief comments describe the meaning of the results, compare scores with the previous year, and identify strengths and weaknesses in the school program. (CTM)

0153 **ED 167 584**

Final Evaluation Report. 1976-1977 Project P.A.V.E. Evaluation. Publication Number: 76.57.

Austin Independent School District, Tex. Office of Research and Evaluation.
Pub Date—30 Jun 77
Note--60p.; Best copy available
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Academic Achievement, Career Counseling, Counseling Effectiveness, *Educational Assessment, Educational Objectives, High Schools, Program Descriptions, Program Development, Program Evaluation, *Special Education, *Vocational Education
Identifiers—*Project PAVE

Project P.A.V.E., serving senior high schools in Texas, focused on four areas crucial to the education of handicapped students: parental involvement, academic achievement, vocational programing, and extracurricular opportunities. This report describes the administrative arrangements of the program, and evaluates the results of the program for 1976-77, largely in comparison with stated goals and with the previous year. The evaluation focused on the viability of the program and efforts to systematize decision making. Twenty-five out of 27 activity objectives were successfully implemented during this year. (CTM)

0154 **ED 167 585**

Final Technical Report 1976-1977. State Compensatory Education: Publication Number: 76.60.

Austin Independent School District, Tex. Office of Research and Evaluation.
Pub Date—30 Jun 77
Note--278p.; For related document, see TM 008 306 ; Parts marginally legible due to print quality; Best copy available
Pub Type— Reports - Evaluative (142) — Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors—Academic Achievement, Achievement Gains, Basic Skills, Bilingual Education, *Compensatory Education, Elementary Secondary Education, Evaluation Criteria, Federal Programs, *Program Attitudes, *Program Development, Program Evaluation, Questionnaires, *State Programs, Surveys
Identifiers—Texas

The Texas State Compensatory Education program (SCE) had three components: (1) basic skills; (2) bilingual education; and (3) planning–including specification of competencies for grades K-6, Title I model program development; and coordination of Title I, Title I Migrant, and SCE for effective use of federal resources. Evaluation focused on thirty decision questions. This document describes test administration, and tabulates the results of the sixteen instruments used to collect data regarding these questions. Two of the instruments were standardized tests (California Achievement Tests and Boehm Test of Basic Concepts). The remaining instruments were developed by the school district to interview, survey, or observe principals, teachers, students, and other SCE personnel. Some of the instruments are included, and the evaluation questions relevant to each instrument are discussed. (CP)

0155 **ED 167 586**

Final Evaluation Report 1976-77. State Compensatory Education. Publication Number 76.61.

Austin Independent School District, Tex. Office of Research and Evaluation.
Pub Date—30 Jun 77
Note--132p.; For related document, see TM 008 305; Some tables may not be legible due to small print size in original document
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Academic Achievement, Achievement Gains, Basic Skills, *Compensatory Education, Elementary Secondary Education, Institutional Characteristics, *Program Attitudes, Program Descriptions, *Program Development, Program Evaluation, School Involvement, *State Programs
Identifiers—Elementary Secondary Education Act Title I, Texas

The Texas State Compensatory Education program (SCE) had three components: (1) basic skills; (2) bilingual education; and (3) planning–including specification of competencies for grades K-6, Title I model program development; and coordination of Title I, Title I Migrant, and SCE for effective use of federal resources. Because of the diversity of programs planned by the ten schools in the basic skills component and the four schools participating in the bilingual component, the SCE evaluation was not objectives-based; instead, it focused on thirty decision questions regarding the program's potential for generalization to other funding sources and other schools, since refunding of SCE was unlikely. Most of the questions addressed the planning of SCE programs and staff development workshops, implementation (in general and by individual schools), and the role of area directors and instructors. Several questions dealt with academic achievement as measured by the California Achievement Tests and the Boehm Test of Basic Concepts. The remaining questions involved attendance, student attitudes, and use of SCE instructional materials. (CP)

0156 **ED 167 613**

Raivetz, Mark J.

The Effects of Budget Reductions on Program Evaluation in a Large Urban School System: Providing Services Beyond Resources.

Pub Date—Mar 78
Note--31p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Elementary Secondary Education, *Financial Problems, *Job Layoff, *Problem Solving, Program Evaluation, *Research Coordinating Units, School Community Relationship, School Districts, *School District Spending

Identifiers—Pennsylvania (Philadelphia), *Philadelphia School District PA

To examine Philadelphia's 1977 school budget crisis, a chronology of events–from receipt of the proposed budget to final court approval–is listed. Many parties were involved within the school district and in the community. Frequently, one or more parties blamed other parties for creating the problem. Directors of each of the five service components in Philadelphia's Office of Research and Evaluation prepared statements detailing the impact of budget restrictions, particularly staff layoff, on their respective divisions. The five components are: administrative and survey research, testing, federal evaluation, priority operations, and instructional research and development. Directors reported that the main effects of the budget crisis were low morale, unfulfilled potential, and interruption of program evaluations and report production. Recognizing that the budget crisis is a perennial problem, the Small Project Assessment Service was initiated to provide directors of projects with limited funds and with technical expertise from the Office of Research and Evaluation. While the Service needs some revision, the concept is a good one–especially in financially troubled times. (CP)

0157 ED 167 631

Cunningham, Claude H.

An Evaluation of Houston's Magnet School Program.

Pub Date—Mar 78

Note--23p.; Paper presented at the Annual Meeting of the American Educational Research Association, (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

Pub Type— Speeches/Meeting Papers (150) — Reports - Evaluative (142) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Achievement Gains, Blacks, Desegregation Litigation, *Magnet Schools, Mexican Americans, *Nontraditional Education, *Program Attitudes, Program Descriptions, *Program Evaluation, *School Desegregation, Student Recruitment, Teacher Integration, Whites

Identifiers—Houston Independent School District TX, Texas (Houston)

A project-wide evaluation of the Houston, Texas magnet school program indicated that it successfully implemented four court-defined desegregation goals: (1) fewer schools which are 90% or more white or combined black and Mexican-American; (2) fewer students who attend such schools; (3) free transportation for magnet school students; and (4) an ethnically balanced instructional staff. Data reported by the 50 individual magnet schools and substantiated by program audits and site visits indicate that the program provided high quality alternative educational programs which attracted students from all geographic and ethnic sectors of the district. The programs represent grades pre-K through 12. Of the 231 proposed objectives, 36 were not accomplished. Some of these objectives were in areas of primary concern, such as recruitment and enrollment, overall academic achievement, and achievement in the magnet schools's specialty area. Achievement gains on magnet campuses were significantly greater than on non-magnet campuses, for grades 3 to 4; there were no significant differences at other grade levels. Responses of 2,931 students, parents, teachers, and administrators were not overwhelmingly positive toward the program; many respondents felt the public had inadequate information. The Magnet Program was, however, much more successful than previous district integration plans–freedom of choice, school pairing, and the Singleton ratio. (CP)

0158 ED 167 659

Stephens, O. Z.

Induced Desegregation: Its Effects on White Pupil Population and Resegregation in the Memphis City School System.

Pub Date—19 Mar 76

Note--127p.; Not available in hard copy due to marginal legibility of original; Appendix A, pages 81-92 (copyrighted material) has been deleted

Pub Type— Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Black Students, *Desegregation Effects, Desegregation Litigation, Elementary Secondary Education, Enrollment Influences, Enrollment Projections, *Enrollment Trends, Racially Balanced Schools, *Racial Segregation, Research Reports, *School Desegregation, *School Resegregation, *Urban to Suburban Migration, *White Students

Identifiers—Tennessee (Memphis), *White Flight

This report argues that recent court decisions and the subsequent implementation of desegregation plans have contributed to rapidly increasing resegregation of the public school population. Official enrollment data for the Memphis City School System from 1963 to 1976 is used to: (1) examine enrollments in light of induced desegregation from its inception in the 1972-73 school year to 1975-76; (2) project the racial composition of the school system, particularly white enrollment, for future planning purposes; and (3) identify some possible consequences of those projected enrollments as they relate to planning procedures. Taken into consideration are normal white attrition rates and the annexation of Raleigh area schools which represented 20 percent of the school system's total white enrollment. Numerous tables and graphs provide comparative enrollment data for grades 1-12 in the school system. Appendices include a list of 1975-76 private and parochial school enrollment figures, and black and white birth rates for Memphis and Shelby Counties (1959-1965). (EB)

0159 ED 167 666

School Integration Surveys: Preliminary Report.

San Diego Unified School District, Calif.

Pub Date—May 77

Note--81p.; For a related document, see UD 019 151

Pub Type— Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Administrator Attitudes, Bus Transportation, *Community Attitudes, Counselor Attitudes, Elementary Secondary Education, Magnet Schools, Parent Attitudes, *School Desegregation, *Student Attitudes, Tables (Data), *Teacher Attitudes

Identifiers—*California (San Diego)

In this report, six surveys dealing with attitudes towards integration of San Diego schools are presented. Groups surveyed were registered voters, parents, certificated personnel, classified personnel, secondary school students, and elementary school students. Field work for each separate survey is described. Survey questions are listed and answers are tabulated. (WI)

0160 ED 167 667

School Integration Surveys. 1978 Report.

San Diego Unified School District, Calif.

Pub Date—May 78

Note--114p.; For a related document, see UD 019 150

Pub Type— Numerical/Quantitative Data (110)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Black Students, Elementary Secondary Education, Enrollment Trends, Magnet Schools, *Public Opinion, *School Desegregation, *Surveys, *Urban Schools, White Students

Identifiers—*California (San Diego), Learning Center Program, Voluntary Ethnic Enrollment Program

Surveys dealing with school desegregation in San Diego, California and results are provided for the following areas: (1) registered voters; (2) parents whose children are not participating in the Magnet or Voluntary Ethnic Enrollment (VEEP) programs; (3) parents with children in VEEP; (4) parents with children enrolled in the Learning Center Program; (5) parents with children attending Magnet School programs; (6) parents of white children who left the San Diego City Schools between March 1 and October 7, 1977; (7) certificated personnel; (8) classified personnel; (9) students enrolled in secondary Magnet School programs; (10) students enrolled in elementary Magnet School programs; and (11) students enrolled in the Learning Center Program. The methodology and respondent sample for each survey presented is briefly described. (Author/EB)

0161 ED 168 175

Campbell, Jeanne Studer, Sharon

Eliminating Sex Bias–Pipe Dream or Possibility? A Program Description and Evaluation Summary of the Title IV/C, ESEA Project, "Eliminating Sex Bias in Education."

Minneapolis Public Schools, Minn.

Pub Date—15 Jul 77

Note--13p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Inservice Education, Instructional Materials, Interviews, Observation, Program Descriptions, Program Evaluation, Questionnaires, *Sex Discrimination, State Programs, Statistical Analysis, Student Attitudes, Teacher Attitudes, Textbook Bias, Validated Programs

Identifiers—Elementary Secondary Education Act 1965 Title IV, *Minneapolis Public Schools MN

This paper describes a three-year project funded by Title IV/C of the Elementary and Secondary Education Act (ESEA) and initiated by the Minnesota state board of education to reduce sex bias among students and teachers in Minneapolis. Emphasis during the first year of the project was on the development of nonsexist curriculum materials to be used in intermediate and secondary classrooms. During the second year, lessons were developed for use in primary classrooms. The third year focused on the extent of attitude change. By the end of the project, 95 percent of Minneapolis teachers had received inservice training in nonsexism with the understanding they would teach the nonsexist lessons in their classrooms. Data were collected via questionnaires, interviews, and observations. Results showed that the use of nonsexist curriculum materials changed student and teacher attitudes to a significant degree. With the exception of the secondary level, teachers reported they and their students became more aware of the need to focus on the elimination of sex bias from the educational system. The report hypothesized that because students continually change classes at the secondary level, there is less chance for any single teacher to serve as a role model. Also, nonsexist lessons being taught become much more diffused when they are only a part of a one-hour class. (Author/LD)

0162 ED 168 328

Santos, Rolando A.

A Special Christmas (Ang Pinakatanging Pasko; Naisangsangayan A Paskua).

Los Angeles Unified School District, Calif.

Pub Date—77

Note--25p.; For related document, see FL 010 165

Available from—Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012

Language—Tagalog; Ilokano; English

Pub Type— Guides - Classroom - Learner (051) — Creative Works (030)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bilingual Education, Childrens Literature, Cultural Awareness, Elementary Education, *Filipino Americans, *Instructional Materials, *Language Instruction, *Reading Instruction, *Reading Materials, *Second Language Learning, *Tagalog, Uncommonly Taught Languages

Identifiers—Ilokano, *KEYS Project, Knowledge of English Yields Success Project, Philippines

This trilingual-bicultural reader in Pilipino (Tagalog), Ilokano, and English is intended for elementary school children in a bilingual education setting. Pen-and-ink drawings illustrate the story of a Filipino-American family celebrating Christmas. (NCR)

0163 ED 168 329

Santos, Rolando A.

Rice Harvest (Anihan; Pinagani Iti Pagay).

Los Angeles Unified School District, Calif.

Pub Date—75

Note--25p.; For related document, see FL 010 165

Available from—Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012

Language—Tagalog; Ilokano; English

Pub Type— Guides - Classroom - Learner (051) — Creative Works (030)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Bilingual Education, Childrens Literature, Cultural Awareness, Elementary Education, *Instructional Materials, *Language Instruction, *Reading Instruction, *Reading Materials, *Second Language Learning, *Tagalog, Uncommonly Taught Languages
Identifiers—Ilokano, *KEYS Project, Knowledge of English Yields Success Project, *Philippines

This trilingual-bicultural reader in Pilipino (Tagalog), Ilokano, and English is intended for elementary school children in a bilingual education setting. Pen-and-ink drawings illustrate the story of a Filipino family and the events involved in a rice harvest. (NCR)

0164 **ED 168 330**
Asian Pacific Perspectives. The Chinese American: Inscrutable to Some.
Los Angeles Unified School District, Calif.
Pub Date—77
Note--99p.; For related documents, see FL 010 144, 150, 165-168
Available from—Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Chinese, *Chinese Americans, *Chinese Culture, Cultural Awareness, *Cultural Background, *Cultural Education, Elementary Education, *Ethnic Groups, History Instruction, Immigrants, Instructional Materials, *Minority Groups, Resource Materials, Social Values
Identifiers—*KEYS Project, Knowledge of English Yields Success Project

These instructional materials on Chinese Americans for elementary students were developed through the K.E.Y.S. project (Knowledge of English Yields Success). The contents include a "social introduction," which emphasizes the fact that the Chinese American is not a foreigner; information about immigration; Chinatown; jobs and income; language skills; three Chinese American approaches to life; and cultural practices, including foods, names, celebrations, religion, proverbs, and greetings. Resource guides describe the purpose of the unit, how to use the guide and instructional materials, traditional and modified customs, and suggested activities. Resource guides include: "Chinese New Year, Teacher's Resource Guide for Booklet"; "Dragon Boat Festival, Teacher's Resource Guide for Booklet and Poster"; "Little May's Family, Teacher's Resource Guide for Booklet"; and "The Magic Brush, Teacher's Resource Guide for Filmstrip." Activity units list concepts and/or skills involved, materials, procedure, suggested activities, and additional information. Activity units are on: Butterfly Treats, Catching the Dragon's Tail, Chinese Jump Rope, Dauh-Sa Baau (Sweet Bun), Dragon Boat, Dragon Head, Gung Jai (Doll), Happy New Year Song, Jingle Bells (Cantonese), Joong Ornament, Li See (Red Envelope), Merry Christmas Song, Narcissus Flower, New Year Scroll, Paper Lantern, Peach Blossom Scroll, Peanut Crunchies, Pyramid of Oranges and Tanerine, and Ribbon Dance. (SW)

0165 **ED 168 331**
Asian Pacific Perspectives. Filipino Americans: A Portrait.
Los Angeles Unified School District, Calif.
Pub Date—75
Note--82p.; For related documents, see FL 010 162-168
Available from—Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Cultural Awareness, *Cultural Background, *Cultural Education, Elementary Education, *Ethnic Groups, *Filipino Americans, History Instruction, Immigrants, *Instructional Materials, *Minority Groups, Resource Materials, Social Values, Tagalog
Identifiers—*KEYS Project, Knowledge of English Yields Success Project, Philippines

These instructional materials on Filipino Americans for elementary students were developed through the K.E.Y.S. project (knowledge of English Yields Success). The contents include statistics on the Filipino American population, background information about the Philippines becoming a U.S. territory, early immigration and more recent immigration to the United States, American-born Filipino Americans, Filipino American culture, and general information about the Republic of the Philippines. Filipino American culture includes pre-Hispanic influences, Hispanic influences, American influences, and the Philippine Republic. Resource guides describe the purpose of the unit, how to use the guide and instructional materials, questions to determine cultural comprehension, and suggested activities. Resource guides include: "Harvest Festival, Teacher's Resource Guide for Poster"; "The Monkey and the Turtle, Teacher's Resource Guide for Filmstrip"; and "Rice Harvest, Teacher's Resource Guide for Booklet." Activity units list concepts and/or skills involved, materials, procedure, suggested activities, and additional information. Activity units are on: Bibingka (Rice Cake), Jingle Bells (Pilipino), Letse Plan (Carmel Custard), Manida (Doll), Pabitin (Dangling Treats), Parol (Star Lantern), Planting Rice Is Never Fun song and dance, Pritong Saging (Fried Platanos), Sampaguita (Lei), and Sungka (Parlor Game). (SW)

0166 **ED 168 332**
Asian Pacific Perspectives: Japanese Americans.
Los Angeles Unified School District, Calif.
Pub Date—76
Note--137p.; For related documents, see FL 010 142-143, FL 010 149, FL 010 164-168
Available from—Publications Unit, Los Angages Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Cultural Awareness, *Cultural Background, *Cultural Education, Elementary Education, *Ethnic Groups, History Instruction, Immigrants, Instructional Materials, Japanese, *Japanese American Culture, *Japanese Americans, *Minority Groups, Resource Materials, Social Values
Identifiers—*KEYS Project, Knowledge of English Yields Success Project

These instructional materials on Japanese Americans for elementary students were developed through the K.E.Y.S. project (Knowledge of English Yields Success). Information is included on early immigrants, their historical and cultural background, and current problems of Japanese Americans. Resource guides describe the purpose of the unit, how to use the guide and instructional materials, traditional and modified customs, and suggested activities. Resource guides include: "Children's Day, Teacher's Resource Guide for Poster"; "Children's Day with Ichiro, Teacher's Resource Guide for Booklet"; "Girls' Day with Amy, Teacher's Resource Guide for Booklet"; "Isamu, Teacher's Resource Guide for Booklet"; and "Shoogatsu, Teacher's Resource Guide." Activity units list concepts and/or skills involved, materials, procedure, suggested activities, and additional information. Activity units are on: Daruma (Wish Fulfillment Doll), Hagoita and Hane (Battledore and Shuttlecock) Jingle Bells (Japanese), Kabuto (Warrior Helmet), Koi Nobori (Carp Banner), Koi Nobori (Carp Banner Paperfold), Koi Nobori song, Mochi (Sweet Rice Cake), Momo no Hana (Peach Blossoms), Nigiri (Rice Balls), Ohinasama (Emperor and Empress Dolls), Okasame Mochi (Layered Rice Cakes), Sakura Mochi (Cherry Blossom Rice Cake), Shibori (Tie and Dye), Teru Teru Boozu (Sunshine Doll), and Ume (Flowering Plum). (SW)

0167 **ED 168 333**
Asian Pacific Perspectives: Korean Americans.
Los Angeles Unified School District, Calif.
Pub Date—76
Note--88p.; For related Documents, see FL 010 145, 164-166, 168
Available from—Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Cultural Awareness, *Cultural Background, *Cultural Education, Elementary Education, *Ethnic Groups, History Instruction, Immigrants, Instructional Materials, Korean, *Korean Americans, *Korean Culture, *Minority Groups, Resource Materials, Social Values
Identifiers—*KEYS Project, Knowledge of English Yields Success Project

These instructional materials on Korean Americans for elementary students were developed through the K.E.Y.S. project (Knowledge of English Yields Success). Information is included about early immigrants, the second generation, student groups, war brides, recent immigrants, and third and fourth generations. A chart of traditional and modified values of the Korean culture is included. Resource guides describe the purpose of the unit, how to use the guide and instructional materials, traditional and modified customs, and suggested activities. Resource guides include: "Korean Children's Day, Teacher's Resource Guide for Booklet"; "Korean New Year, Teacher's Resource Guide for Poster"; and "Korean Thanksgiving, Teacher's Resource Guide for Booklet." Activity units list concepts and/or skills involved, materials, procedure, suggested activities, and additional information. Activity units are on: Chima and Chogori (Wraparound skirt and blouse), Chogori (Shirt), Cho Raan (Date Balls), Chumoni (Pouch), Gyung Dan (Sesame Rice Cake), In Hyung (Doll), Jango (Hourglass Drum), Jingle Bells (Korean), Jool Dang Gi (Tug of War), Kang Gang Suwolle dance, Kim Chee (Pickled Vegetables), Mu Kung Wha (Rose of Sharon), New Year's Song, Norigae (ornament), Paji (Trousers), Song Pyon (Thanksgiving Rice Cake), Vak Sik (Sweet Rice Cake), and Yut Nori (Counting Game). (SW)

0168 **ED 168 334**
Asian Pacific Perspectives: Samoans in the United States.
Los Angeles Unified School District, Calif.
Pub Date—78
Note--82p.; For related documents, see FL 010 146, FL 010 148, FL 010 164-167
Available from—Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Cultural Awareness, *Cultural Background, *Cultural Education, Elementary Education, *Ethnic Groups, History Instruction, Immigrants, *Instructional Materials, *Minority Groups, Resource Materials, Samoan, *Samoan Americans, Social Values
Identifiers—*KEYS Project, Knowledge of English Yields Success Project

These instructional materials on Samoans in the United States for elementary students were developed through the K.E.Y.S. project (Knowledge of English Yields Success). Information is included about Samoa, migration of Samoans to the United States, cultural background, and Samoan students. Resource guides describe the purpose of the unit, how to use the guide and instructional materials, traditional and modified customs, and suggested activities. Resource guides include: "Getting Ready for Flag Day, Teacher's Resource Guide for Booklet"; "Ta'alolo Day, Teacher's Resource Guide for Poster"; "Tolo Goes Fishing, Teacher's Resource Guide for Booklet." Activity units list concepts and/or skills involved, materials, procedure, suggested activities, and additional information. Activity units are on: 'Afa (Rope), Aute (Hibiscus Flower), Fa'i Fa'alifu (Banana with Coconut Milk), Fala (Mat); Fale (House), Ie Lavalava (Skirt), Jingle Bells (Samoan), Pale (Headband), Panikeke (Donuts), Pepe (Doll), Poi Ball, Sasa (Sitting Dance), Siapo (Tapa Cloth), Teu Fau (Pom Pom), Titi (Decorative Overskirt), 'Ula (Lei), and 'Upeti (Board with Carved Design). (SW)

0169 **ED 168 772**
Holley, Freda M.
Evaluation Design 1977-78. ESEA Title I Migrant Program November 15, 1977. Publication No. 77-10.
Austin Independent School District, Tex. Office of Research and Evaluation.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Pub Date—15 Nov 77
Note--44p.; Small print may be marginally legible
Pub Type— Reports - Evaluative (142) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Bilingual Education, *Data Collection, *Educational Assessment, *Elementary Secondary Education, *Evaluation Criteria, Evaluation Methods, *Information Sources, *Migrant Education, Parent Participation, Program Descriptions, Program Evaluation, Staff Development, Student Recruitment

Identifiers—*Austin Independent School District TX, *Elementary Secondary Education Act Title I Migrant

Evaluation of the Austin Independent School District Elementary and Secondary Education Act (ESEA) Title I Migrant Program involves collecting and disseminating information relevant to eleven decision questions addressing both the system and program levels. At the system level are questions of whether the district should have a migrant program and how coordination with other programs should be improved. Nine program level questions are concerned with such subjects as changes in academic areas and expansion or modification of ancillary services, recruitment procedures, parental involvement programs, and staff development. Three basic types of data are required: needs assessment, process, and outcome data. This document summarizes the information sources for each area covered by the evaluation. An overview of each decision question includes evaluative questions and objectives, information sources for the data needed, and the date the information is due. Another portion of the document summarizes information sources on migrant students, i.e., various tests, teacher reports, interviews and numerous forms and questionnaires. Also included are a timetable listing the data to be collected by various school personnel, a description of the program itself, and a table entitled "Evaluation Time Resources Allocation Summary." (DS)

0170 ED 168 773

Ligon, Glynn And Others

AISD Title VII Bilingual Project 1974-1975. Interim Evaluation Report February 1975. Publication No. 106.26.

Austin Independent School District, Tex. Office of Research and Evaluation.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date—Feb 75

Note--89p.; Best copy available

Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—American Indians, *Bilingual Education, Bilingualism, *Curriculum Development, Elementary Education, English (Second Language), Ethnic Distribution, *Evaluation Methods, Formative Evaluation, *Instructional Design, Mexican Americans, Non English Speaking, Parent Participation, Program Descriptions, Program Evaluation, *Staff Development, Teachers, Test Results

Identifiers—*Austin Independent School District TX, *Elementary Secondary Education Act Title VII, Texas (Austin)

Austin Independent School District's Elementary and Secondary Education Act Title VII Bilingual Program, begun July 1, 1974, serves 2,406 students in grades K-6 on 16 campuses. Both English and Spanish are used for portions of or all the curriculum with the amount of time and treatment accorded to each language commensurate with the pupils individual needs. Three basic staffing patterns include a bilingual aid working with (1) a bilingual and monolingual teacher; (2) two or more monolingual teachers in a self-contained classroom; and (3) a team of teachers of from two to six who may or may not be bilingual. Characteristics of the instructional model include beginning reading taught only in the child's dominant language, inclusion of the children's culture heritage in the curriculum, and small group instruction with grouping by language dominance and instructional level. Describing the project's status as of January 17, 1975, this interim report discusses the instruction, staff development, curriculum development, and parental involvement components of the program. The evaluation design for the project is presented in full with student outcomes objectives, process objectives, and input objectives specified for the student needs of Spanish and English communication skills, Spanish/English math skills, and self-concept enhancement. (DS)

0171 ED 169 077

Evaluation of Title I ESEA Projects, 1977-1978: Technical Reports. Report Number 7877.

Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date—Oct 78

Note--218p.; For related document, See TM 008 203

Pub Type— Reports - Evaluative (142) — Reports - Descriptive (141)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Academic Achievement, Annual Reports, Bilingual Education, *Compensatory Education, *Educational Assessment, Elementary Secondary Education, Private School Aid, Program Descriptions, *Program Evaluation, Pupil Personnel Services, *Remedial Mathematics, *Remedial Programs, *Remedial Reading, School Community Relationship, Social Sciences, *Summer Programs, Urban Schools

Identifiers—*Elementary Secondary Education Act Title I, Pennsylvania (Philadelphia), Philadelphia School District PA

Technical reports of projects funded under the Elementary and Secondary Education Act Title I and summer components of the projects in the Philadelphia, Pennsylvania school system are presented. Following a summary statement, each project is described separately and contains information on the project's rationale, expected outcomes, mode of operation, previous evaluative findings, current implementation, and attainment of objectives. Summer program components focused on students in various institutions for neglected and delinquent children. Information for each component includes goals set, activities employed to attain goals, goals attained, goals not attained, and changes suggested by project administrators. Title I programs were divided into six categories: (1) comprehensive reading; (2) comprehensive mathematics; (3) programs for limited English-speaking-ability children; (4) social sciences; (5) supportive services; and (6) nonpublic school projects. (MH)

0172 ED 169 080

Final Evaluation Report. 1976-77. ESEA Title I Program. Publication Number: 76.63.

Austin Independent School District, Tex. Office of Research and Evaluation.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date—30 Jun 77

Note--141p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Achievement, Attendance Patterns, Basic Skills, *Compensatory Education, Elementary Secondary Education, Expectation, Guidance Programs, Identification, Institutional Characteristics, *Low Achievement, *Needs Assessment, Parent Participation, Parochial Schools, *Program Administration, *Program Evaluation, Reading Instruction, Staff Utilization, Student Evaluation, Student Needs

Identifiers—Austin Independent School District TX, *Elementary Secondary Education Act Title I, Texas (Austin)

Austin's Title I program provided 6,300 students with supplemental reading instruction, guidance and counseling, and parent involvement services. The evaluation focused upon answering and providing supporting data for two system-level and twelve program-level decision questions; forty-one evaluation findings were reported. Supporting data were collected from classroom observation; questionnaires for teachers, parents, principals, and Title I staff; student records; and standarized tests. The majority of Title I students achieved below the national norms for reading and mathematics at all grade levels except first, and fell progressively behind through the fifth grade. Needs were identified in the areas of reading and mathematics achievement and attendance. Coordination of Title I activities with other compensatory programs was minimal. The program's use of school staff and parents did not produce improved achievement. No answer was available about the best grade level for delivery of Title I services. The methods for identifying Title I schools and students were successful in locating schools with the lowest average achievement, and students within those schools with the lowest achievement levels. Teacher expectation was either unrelated to student achievement or unmeasurable through questionnaires. (Program descriptions and characteristics of the participating schools are provided). (CP)

0173 ED 170 370

House, Gary D.

A Comparison of Title I Achievement Results Obtained Under USOE Models A1, C1 and a Mixed Model.

Pub Date—12 Apr 79

Note--32p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Achievement Gains, Age Differences, Arithmetic, Comparative Analysis, Educationally Disadvantaged, Elementary Education, *Equated Scores, *Evaluation Methods, *Mathematical Models, Program Effectiveness, Reading Comprehension, *Remedial Programs, Research Design, Research Reports, Statistical Analysis, *Test Interpretation

Identifiers—*Elementary Secondary Education Act Title I, Missouri (Saint Louis), Saint Louis Public Schools MO

The equivalency of achievement results obtained under Title I evaluation models A1 and C1 was examined. Data were reading comprehension and arithmetic scores on the Iowa Tests of Basic Skills, administered to fourth, sixth, and eighth grade students in St. Louis, Missouri. The St. Louis Public Schools had traditionally used Model A1, a pretest-post test design in which the pretest is not used for selection. Model C1 is the regression-projection model in which only data on students identified as eligible and served by a program are used to assess the impact of Title I programs against a statistical expectation. The expectation is derived from a no-treatment group containing pupils who were eligible, but scored above the cutting score for selection, and were not served by the program. Results indicated, among other findings, that Model C1 produced higher estimates at grade 4, while Model A1 produced higher estimates at grades 6 and 8. The results also raised questions about the selection criteria used to identify program participants. Although the models were not found to be different, definite conclusions could not be drawn about their equivalence. (Two brief post hoc studies, using non-Title I pupils and a mixed model, are appended). (GDC)

0174 ED 170 384

Loveridge, Robert L. And Others

Parent Perceptions of Magnet Schools as a Method of Desegregation.

Pub Date—31 Mar 78

Note--19p.; Appendices may be marginally legible due to small print; Paper presented at the annual meeting of the American Education Research Association (Toronto, Canada, March 27-31, 1978)

Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Busing, *Bus Transportation, *Educational Quality, Elementary Secondary Education, *Magnet Schools, *Nontraditional Education, *Parent Attitudes, Private Schools, Public Schools, Questionnaires, Racial Factors, *School Desegregation, Surveys

Identifiers—*Missouri (Saint Louis)

Presented in this report are the findings of two surveys which were administered to parents of children attending magnet schools in St. Louis. Results of the surveys, the Magnet/Pilot Parent Questionnaire and the Parent Participation Questionnaire are used to illustrate: (1) how parent participation differed in magnet, other (non-magnet) public schools, and non-public schools; (2) how magnet schools were viewed as a means of desegregation; (3) how satisfied parents were with the quality of the magnet schools; and (4) what differences existed between the perceptions of black and white parents, and parents of bussed and non-bussed children. It is pointed out that the results of the surveys indicate that if educational alternatives such as magnet schools are used, parents of the school community will become more involved in educational processes and be more satisfied with the education their children are receiving. It is also pointed out that this increased satisfaction and involvement occur independently of race and does not appear to be negatively influenced by busing. Tables showing statistical results gathered from the two questionnaires and samples of the questionnaires are appended. (Author/EB)

0175 ED 170 385

NAACP Report on Quality Education for Black Americans: An Imperative.

National Association for the Advancement of Colored People, New York, N.Y.
Pub Date—Sep 77
Note--200p.; Proceedings of the NAACP Invitational Work Conference (Chicago, Illinois, May 6-8, 1977)
Available from—National Office, NAACP, 1790 Broadway, New York, New York 10019 ($5.00)
Pub Type— Reports - Research (143) — Collected Works - Proceedings (021)
Document Not Available from EDRS.
Descriptors—*Black Education, Blacks, Curriculum Development, Educational Administration, *Educational Quality, *Elementary Secondary Education, Guidance Programs, *Higher Education, Intergroup Relations, Research Reports, School Desegregation, Special Education, Teacher Education, Urban Education
Identifiers—*National Association Advancement Colored People

This report is a compilation of reports from ten Task Forces convened by the National Association for the Advancement of Colored People (NAACP) in May 1977. The challenge was to examine what quality education is, what it takes for the system to deliver quality education to every student, and why the system has failed with many black youths. Ways in which teacher education could be improved are discussed. Suggestions for changing curricula are made. There follows a discussion of the kind of teachers needed for quality education and of ways of assessing teacher performance. Special education for blacks is examined in light of Public Law 94-142. Guidance and counseling programs are analyzed in terms of counselor competencies and training requirements and curriculum implications at the elementary secondary level. The problem of intergroup relations and sources of ways to reduce intergroup hostility are examined. Urban education is defined, and recommendations are made for the development of programs. The types, role, and levels of administration appropriate to black education are examined. The role and responsibility of the student, parent, and community in the achievement of quality education are outlined. Finally, the implementation goals of desegregation/integration are discussed, including monitoring and the question of State responsibility. (MC)

0176 ED 170 469

Denton, William T. Kleck, Wil

K-12 Urban Career Education Infusion Project. Final Evaluation

Dallas Independent School District, Tex. Dept. of Research and Evaluation.
Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.
Report No.—SE77-049-8-7
Pub Date—Aug 77
Note--38p.; For a related document see CE 019 353
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, Blacks, *Career Education, Community Attitudes, Curriculum Development, Demonstration Programs, Elementary Secondary Education, *Fused Curriculum, Needs Assessment, Program Attitudes, *Program Effectiveness, Program Evaluation, School Community Relationship, Staff Development, *Student Needs, *Urban Schools
Identifiers—Dallas Independent School District TX, Texas (Dallas)

The K-12 Urban Career Education Infusion Project of the Dallas (Texas) Independent School District focused on fourteen schools located in the East Oak Cliff Subdistrict, a predominantly (98%) black community. Conducted in two phases, the project attempted to demonstrate that through infusing career education into the existing curriculum, trained teachers can influence academic achievement of students. Specific activities of the first year included the following: conduct a comprehensive needs assessment; implement inservice training for 25% of the school staff; adapt/adopt/develop curriculum modules to be infused into the existing curricula; increase community awareness and involvement in the schools; and develop a comprehensive evaluation design for the second phase of the project. For the needs assessment, a 10% random sample stratified by grade was used to obtain data from students in grades 7-12. To obtain information relative to student needs in grades K-6, all elementary teachers were surveyed. Other surveys included all educators in the fourteen experimental schools, intact community groups, and principals. Participants in the fifteen staff development workshops were included in the staff development evaluation, and project staff members provided necessary information for the evaluation of the curriculum identification/development effort and implementation procedures. (Evaluation results are summarized for each survey or component.) (BM)

0177 ED 170 470

Denton, William T.

K-12 Urban Career Education Infusion Project Needs Assessment.

Dallas Independent School District, Tex. Dept. of Research and Evaluation.
Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.
Report No.—SE77-049-6-7
Pub Date—May 77
Note--83p.; For a related document see CE 019 352
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Academic Achievement, Blacks, *Career Education, Community Attitudes, Demonstration Programs, *Educational Objectives, Elementary Secondary Education, *Measurement Instruments, *Needs Assessment, Program Attitudes, Questionnaires, *Student Needs, Surveys, *Urban Schools
Identifiers—Dallas Independent School District TX, Texas (Dallas)

A career education needs assessment conducted by the Dallas (Texas) Independent School District focused on fourteen schools (K-12) located in the East Oak Cliff Subdistrict, a predominantly (98%) black urban community. Work already completed by the Partners in Career Education (PCE) project, in which the District was a participant, was used for the foundation of the needs assessment. The 177 basic learner outcomes identified by PCE were divided into nine learner outcome categories across grade levels K-12. Instruments developed by PCE (including a community survey, building level educators survey, and 9-12 survey) were used in the needs assessment with some modifications. In addition, two instruments were developed and used by the project evaluation staff (a middle school survey and elementary school survey). The community and educator respondents were highly supportive of the basic tenents of career education. Secondary school students seemed to relate well to the career education knowledge instrument, although there were needs exhibited in each of the learner outcome categories. The greatest need was in the area of economic factors influencing careers, skills in human relations, and career information. Middle school students demonstrated many of the same characteristics as secondary students. Based on the elementary school survey, the highest priority learner outcomes were those that could be regarded as desirable for a good student and worker. To determine academic needs, achievement tests were given in grades 2, 4, 6, 8, 9, and 12. (Survey instruments are appended). (BM)

0178 ED 170 576

Crawford, George Miskel, Cecil

Experience Based Career Education at Wichita East High School: A Third-Party Evaluation for Year Two, 1977-78.

Spons Agency—Wichita Public Schools, Kans.
Pub Date—30 Jun 78
Note--42p.; For a related document see ED 150 285 ; Research conducted by the Office of Career Education
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Career Awareness, *Career Education, Educational Objectives, Evaluation Methods, *Experiential Learning, *Program Attitudes, *Program Effectiveness, *Program Evaluation, *Program Improvement, Secondary Education, Self Esteem, Sex Discrimination
Identifiers—*Experience Based Career Education

A third-party evaluation was conducted to assess the second year's operation of the Experience Based Career Education (EBCE) program at Wichita (Kansas) High School East. The program proposal contained fourteen process objectives and twelve outcome objectives. The status of the process objective achievement was determined by interviewing program personnel and examining project records. Outcome objectives were assessed by administering several instruments. A pretest-posttest design was used to evaluate the attainment of the outcome objectives associated with academic achievement, self-esteem, career orientation, and sex bias. A self-administering check list/open-ended response form was used to collect summative impressions of the program from students, parents, and site resource people. Three site visits were also made. A change in program structure also was evaluated. Students were allowed to enroll in the EBCE program for the entire school year, the first semester, or the second semester. The objective measures of the achievement of EBCE program objectives revealed only minor differences between EBCE and control groups, which are suggestive of marginal achievement of objectives. The third-party assessment labeled the program a success and cited improvement made in formerly problematic areas identified by the first year's evaluation (available as ED 150 285). (The major portion of this document contains appended materials.) (BM)

0179 ED 170 920

Clawar, Harry J. Levine, Jonathan

Race and Ethnicity as Factors in Winning School Board Elections: Predicting Ethnic Composition of Community School Boards.

Pub Date—Apr 79
Note--15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Analysis of Variance, *Board Candidates, Boards of Education, *Cultural Influences, *Elections, Elementary Secondary Education, Ethnic Distribution, Ethnicity, Racial Distribution, *Racial Factors, Speeches
Identifiers—New York City Board of Education

In 1969 the New York State Legislature decentralized the New York City Public School System into 32 elected school districts with a limited amount of authority over elementary and junior high schools. The legislation provided for community school boards to be elected by district residents. An analysis of election results in 1975 and 1977 showed that neither the race nor the ethnicity of individual candidates was significantly correlated to winning (see ED 152 951). This document reports on a followup study examining the relationships between the candidates' racial and ethnic backgrounds, the ethnic character of their districts, and their rate of electoral success. The authors found that the percent of candidates from an ethnic group is overwhelmingly correlated to the percent of that ethnic group in the school district population. The percentage of school board seats won by whites tends to be greater than the percentage of white candidates, while blacks and Hispanics tend to win proportionately fewer seats. (Author/PGD)

0180 ED 171 438

Matuszek, Paula Haskin, Christine

Who Are the Disadvantaged and What Should We Do for Them? The Relationship of Family Variables to Achievement and Some Implications for Educational Programming. Publication No. 77-40.

Pub Date—78
Note--20p.; Paper presented at the annual meeting of the American Educational Research Association (Toronto, Ontario, 1978) ; Best copy available

Pub Type— Reports - Research (143) — Tests/Questionnaires (160) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Anglo Americans, Black Students, Community Surveys, *Disadvantaged Youth, Elementary Education, *Family Characteristics, Low Achievement, *Mexican Americans, Parent Background, Performance Factors, *Predictor Variables, Questionnaires, Reading Habits, Socioeconomic Influences, *Socioeconomic Status, Surveys

Identifiers—Austin Independent School District TX, Texas (Austin)

The relationships of various different variables which had been used to define socio-economic status (SES) to achievement for second- and fifth-grade students were examined. Interviews were conducted with 533 parents across the Austin Independent School District to obtain information on job status, age, income, education, attitude toward education, amount of reading in the home, mobility, time spent watching TV, relationships with the school, and the child's preschool, day care and kindergarten experiences. Phone interviews were conducted; those parents not reached by phone were interviewed in person. The initial analysis was a summary of the distribution of the responses. Any item for which more than 90% of the respondents answered the same was not studied further. Either a calculation of the correlation coefficients of each variable related to reading achievement or a calculation of the mean reading achievement scores and an analysis of variance was conducted for the remaining variables. Results were then merged with the achievement scores on the California Achievement Test administered the previous year. In summary, the survey indicated that for the school district, the most consistent indicators of children with lower achievement were those most "traditionally" used for SES-parental income, education, and job status. For identification of low SES students for Title I and other special programs, these measures would be the best single measures to use. None of the other variables examined was as consistently related to achievement. (NQ)

0181 ED 172 465

Leisure Activities for Retarded Children. A Task Analysis Approach. Integrating Trainable Mentally Retarded Children Through Community Education. ESEA Title IV, Part C.

Minneapolis Public Schools, Minn.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date—78

Note--397p.; For related information, see EC 114 766

Available from—Minneapolis Public Schools, Special School District No. 1, Prescriptive Instruction Center, Special Education Service Center, 254 South Upton Avenue, Minneapolis, Minnesota 55405 ($12.50)

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Behavioral Objectives, Games, *Leisure Time, Mental Retardation, *Moderate Mental Retardation, *Physical Activities, Recreation, *Recreational Activities, Skill Analysis, *Task Analysis, Teaching Guides

Designed to meet the need of trainable mentally retarded persons for recreation skill training and for opportunities to experience leisure/social skill development in a community setting, the packet provides task analysis information on 114 activities. Information is provided on behavioral objectives, basic skills required, materials and procedures, task steps, teaching hints or game variation, and a grid sheet of analyzed steps for each skill. Activities are classified according to the following seven types (sample activities in parentheses): ball activity (volleyball and ball tag); active games (pin the tail on the donkey, ping pong, and tossing games); music; card games (solitaire); skill activity (pick up sticks and ball rolling); table games (silly sandwitch, checkers, and tic tac toe); and active circle games (ring around the rosie). (CL)

0182 ED 172 479

Staff Handbook: MGM Pasadena Program.

Pasadena City Unified School District, Calif.

Pub Date—77

Note--53p.

Available from—MGM/Pasadena Unified School District, 351 South Hudson, Pasadena, California 91109 ($5.00, plus postage and California sales tax where applicable)

Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Admission (School), Elementary Secondary Education, *Gifted, Guidelines, *Individual Characteristics, Parent Participation, Program Descriptions, *Program Development, *School Responsibility, *Talent Identification, *Teacher Responsibility

Identifiers—*Pasadena Unified School District CA

The handbook describes the program of the Pasadena Unified School District for Mentally Gifted Minors (MGM). The legal requirements for admission to the program are cited and characteristics (intellectual, physical, and social/emotional) of gifted students are outlined along with possible problems stemming from the identified characteristic. The identification procedure is explained and questions for and by parents of gifted children are presented. The responsibilities of various school personnel including classroom teachers, resource coordinators, principals, school psychologists, and program directors are listed. Specific instructions for implementing the program are provided. A description of Pasadena's MGM programs is given. Appended are the procedures for using petty cash vouchers, writing case studies, finishing the year, and ordering. Also appended are sample forms used in the MGM program. (PHR)

0183 ED 173 183

Banks, Samuel L., Ed.

K-6 Social Studies Skills for the Human Behavior and Urban Studies Program.

Baltimore City Public Schools, Md.

Pub Date—[76]

Note--286p.

Available from—Baltimore City Public Schools, 3 East 25th Street, Baltimore, Maryland 21213 (No price quoted)

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Communication Skills, Consumer Education, Democracy, Democratic Values, Elementary Education, Ethnic Studies, Interpretive Skills, Library Skills, Listening Skills, Map Skills, *Process Education, Racial Discrimination, *Skill Development, *Social Studies, Teaching Guides, *Urban Studies

This guide was developed to aid elementary students deal with life experiences through skill development. Major skills stressed are: locating, organizing, and evaluating information; acquiring information through listening, observing, and reading; communicating orally and in writing; interpreting pictures, charts, graphs, and tables; and working with others. Arranged according to grade level and to a hierarchy of skills, each section lists major and sub-skills to be developed, behavioral goals, and sample activities. Activities at the kindergarten level include naming family members, dramatizing emotions, studying ethnic groups, studying national symbols, and preparing a "family booklet." At grade one, students learn cardinal directions, study maps, service professions, and ethnic groups, and categorize consumers and producers. Grade two emphasizes visits by police and fire officials, team based games, and a study of urban neighborhoods. Grade three students use library references, take walking tours through new developments and blighted areas, and research the names of city leaders. At grade level four, students study West Africa, the lives of the Cherokee and Choctaw Indians, world food production, assembly line production, and credit buying. Grade five activities focus on a study of racial prejudice. Students analyze television programs and study the state and national constitutions. Grade six examines discrimination, drug abuse, crime, citizen participation in government, and the democratic process. (KC)

0184 ED 173 216

Colbert, Theresia

Ethnic Heritage Studies: Ethnic Heritage Foods. Experimental Unit.

Heritage Corp. of Louisville and Jefferson County, Ky.; Jefferson County Public Schools, Louisville, Ky.; Louisville Univ., Ky. School of Education.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date—77

Note--70p.; For related documents, see ED 150 043 and SO 011 776-786

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Behavioral Objectives, Cooking Instruction, *Cultural Awareness, *Cultural Pluralism, Educational Objectives, Elementary Secondary Education, Ethnic Groups, *Ethnic Studies, *Food, Foreign Countries, Home Economics Education, *Multicultural Education, Social Studies, Teaching Guides

Identifiers—Ethic Heritage Studies Program Act

Designed to foster communication across intercultural/ethnic lines, this teaching guide focuses on ethnic foods and their influence on and contributions to America's eating habits. It is part of the Louisville Area Ethnic Heritage Project described in ED 150 043. The objective of this unit is to develop a knowledge and an appreciation of the food heritages of six ethnic groupings: Northern Europe, Southern Europe, Afro-American, Middle and Far East, Kentucky, and Latin America. The guide includes a pretest, six behavioral objectives accompanied by instructional strategies and facilitating materials, and six worksheets asking questions about Afro-American, Japanese, British, Chinese, French, German, Italian, Latin American, and Scandinavian foods. Also included are recipes, the key to the pretest, a posttest, a checklist of foods sampled and the student's feelings about those foods, and a bibliography of resources and materials. The unit can serve as a supplement to home economics courses, with a suggested time period of two or three weeks. (Author/CK)

0185 ED 173 217

Yang, Daisy

Ethnic Heritage Studies: Arts and Crafts of East Asia. Experimental Unit.

Heritage Corp. of Louisville and Jefferson County, Ky.; Jefferson County Public Schools, Louisville, Ky.; Louisville Univ., Ky. School of Education.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date—77

Note--26p.; For related documents, see ED 150 043 and SO 011 775-786

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Art, *Art Activities, Behavioral Objectives, *Cultural Awareness, Cultural Pluralism, Educational Objectives, Elementary Secondary Education, Ethnic Groups, *Ethnic Studies, Foreign Countries, Haiku, Manuscript Writing (Handlettering), *Multicultural Education, Social Studies, Teaching Guides, Theater Arts

Identifiers—Asia (East), Ethnic Heritage Studies Program

This teaching guide focuses on four forms of arts and crafts popular in China, Korea, and Japan, and explores the effects, if any, on American culture. It is part of the Louisville Area Ethnic Heritage Studies Project described in ED 150 043. The objective of this unit is to help students understand and appreciate East Asian calligraphy, haiku, ikebana, and shadow theater. Suggested time period is one or two weeks. The guide includes a pretest, four behavioral objectives accompanied by instructional strategies and facilitating materials, and three worksheets illustrating haiku, ikebana, and calligraphy. A posttest asking for definitions of the crafts, examples of use in Louisville, and student feelings about East Asian art is included, plus a bibliography of resources and materials. (Author/CK)

0186 ED 173 218

Halsell, Meyzeek

Ethnic Heritage Studies: Themes in Black African and Black American Literature. Experimental Unit.

Heritage Corp. of Louisville and Jefferson County, Ky.; Jefferson County Public Schools, Louisville, Ky.; Louisville Univ., Ky. School of Education.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date—77

Note--23p.; For related documents, see ED 150 043 and SO 011 775-786

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*African Literature, Behavioral Objectives, *Black Literature, *Cultural Awareness, Cultural Pluralism, Educational Objectives, Ethnic Groups, *Ethnic Studies, Foreign Countries, *Multicultural Education, Secondary Education, Social Studies, Teaching Guides, United States Literature

Identifiers—Ethnic Heritage Studies Program

This teaching guide emphasizes the similarity of themes in black African and black American literature, and the contribution black writers have made to American literature. It is part of the Louisville Area Ethnic Heritage Studies Project described in ED 150 043. The project materials are designed to foster communication across intercultural/ethnic lines. The objectives of this unit are to recognize common themes in black African and black American literature and to appreciate several literary selections by black American authors as representative of their contribution. Planned as a supplement for an English course, suggested time to allocate for the unit is at least two weeks. The guide includes a pretest, a posttest, and four behavioral objectives accompanied by instructional strategies and facilitating materials. These encourage defining terms, reading, discussion, and writing compositions and reports, among other activities. A bibliography of resources is appended. (Author/CK)

0187 ED 173 220

Redford, Dale

Ethnic Heritage Studies: Cultural Pluralism. Experimental Unit.

Heritage Corp. of Louisville and Jefferson County, Ky.; Jefferson County Public Schools, Louisville, Ky.; Louisville Univ., Ky. School of Education.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date—77

Note--40p.; For related documents, see ED 150 043 and SO 011 775-786

Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavioral Objectives, Concept Teaching, Cultural Awareness, *Cultural Background, *Cultural Pluralism, Discussion Groups, Educational Objectives, *Ethnicity, *Ethnic Studies, *Multicultural Education, Secondary Education, Social Problems, Social Studies, Study Guides, Teaching Guides, Teaching Methods

Identifiers—Ethnic Heritage Studies Program

A variety of individual and group activities which require students to examine their ethnic background and their personal values related to cultural pluralism are included in this teaching guide. The unit is part of the Louisville Area Ethnic Heritage Studies Project described in ED 150 043. The project materials are designed to foster communication across intercultural/ethnic lines. The objectives for this unit are to ensure that students understand the positive aspects of our pluralistic society; recognize diversity of culture, ethnicity, and custom as a strength; examine real problems and real people of various cultures; and participate in experiences that will help build positive attitudes and acceptance of their own and other cultural groups. Suggested time allotment is one to two weeks. The guide includes a pretest, posttest, and five behavioral objectives accompanied by instructional activities, facilitating materials, and comments to the teacher. There are eight study guides in the appendices: "Why Cultural Pluralism?," a glossary of terms, "Inner Values Related to Culture," "Group Processes," two diagrams for discussion leaders, "Conducting a Class Meeting," and "Contemporary American Problems Study Guide." A bibliography of resource material is included. (Author/CK)

0188 ED 173 221

Brothers, Lynn

Ethnic Heritage Studies: Family History Project. Experimental Unit.

Heritage Corp. of Louisville and Jefferson County, Ky.; Jefferson County Public Schools, Louisville, Ky.; Louisville Univ., Ky. School of Education.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date—76

Note--46p.; For related documents, see ED 150 043 and SO 011 775-786; Map of Kentucky on page 13 may not reproduce clearly in paper copy due to small print type of original

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavioral Objectives, *Cultural Awareness, Educational Objectives, Elementary Secondary Education, *Ethnic Studies, Family (Sociological Unit), *Family Characteristics, Interviews, *Multicultural Education, Social History, Social Influences, Social Studies, *Socioeconomic Background, Student Research, Teaching Guides

Identifiers—Ethnic Heritage Studies Program

This teaching guide presents a personal approach to America's past by having students prepare their own family's social geneological history. It is part of the Louisville Area Ethnic Heritage Studies Project described in ED 150 043. The project materials are designed to foster communication across intercultural/ethnic lines. The objective for this unit is to develop an understanding of the ways in which an individual's life is affected by his family background. Planned as a supplement for social studies courses, suggested time allotment is one to two weeks. The guide is comprised of a pretest, four behavioral objectives accompanied by instructional strategies, and a listing of facilitating materials. Also included are 10 worksheets for the student: a family history chart; family group sheet; tips and suggested questions for interviewing; a list of geneological sources of information, suggestions on how to organize a report, and tips on how to write and analyze an obituary. A posttest and bibliography of resources conclude the unit. (Author/CK)

0189 ED 173 222

Keepers, Beverly

Ethnic Heritage Studies: The American Woman. Experimental Unit.

Heritage Corp. of Louisville and Jefferson County, Ky.; Jefferson County Public Schools, Louisville, Ky.; Louisville Univ., Ky. School of Education.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date—76

Note--29p.; For related documents, see ED 150 043 and SO 011 775-786

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavioral Objectives, Commercial Television, Educational Objectives, Employment Opportunities, *Ethnic Studies, Family Characteristics, *Females, *Role Perception, Secondary Education, *Sex Role, *Sex Stereotypes, Social Studies, Student Attitudes, Teaching Guides, Television Research

Identifiers—Ethnic Heritage Studies Program

Providing information and activities designed to dispel sex role socialization, myths, and stereotypes as bases for prejudiced views, this teaching guide focuses on the American woman's image and diverse roles in our society. It is part of the Louisville Area Ethnic Heritage Studies Project described in ED 150 043. The project materials are designed to foster communication across intercultural/ethnic lines. Major objectives for this unit are to help students become aware of their attitudes toward the image and roles of American women, and to recognize women as individuals. Planned as a supplement to social studies, home economics, and English courses, suggested time allotment is one to three weeks. The guide includes a student attitudinal survey meant to be used as both pretest and posttest, and eight behavioral objectives accompanied by instructional strategies and listing facilitating materials. These are designed to ferret out and discuss student and media attitudes about both males and females, encourage reading, discussion, and opinion formation based on objective analysis. Two worksheets are included to aid the student in analyzing women on television, and women in employment. A bibliography of resources and materials conclude the unit. (Author/CK)

0190 ED 173 223

Allen, Talbott

Ethnic Heritage Studies: German-American Profiles and Contributions–Major Figures. Experimental Unit.

Heritage Corp. of Louisville and Jefferson County, Ky.; Jefferson County Public Schools, Louisville, Ky.; Louisville Univ., Ky. School of Education.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date—76

Note--29p.; For related documents, see ED 150 043 and SO 011 775-786

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavioral Objectives, Cultural Awareness, *Cultural Background, Educational Objectives, Elementary Secondary Education, *Ethnic Groups, *Ethnic Studies, Foreign Countries, Foreign Culture, Immigrants, *Multicultural Education, Social Studies, Teaching Guides

Identifiers—Ethnic Heritage Studies Program, *German Americans

This teaching guide focuses on several prominent German-Americans and their contributions to American life, and provides some insights into German culture. It is part of the Louisville Area Ethnic Heritage Studies Project described in ED 150 043. The project materials are designed to foster communication across intercultural/ethnic lines. The objectives for this unit are to acquaint students with German-Americans such as Albert Einstein, Dwight Eisenhower, Lilli Lehmann, John Steinbeck, "Babe" Ruth, and Karen Horney, to help students recognize contributions to and effects on American life of these prominent people; and to provide background information on German culture. Suggested time allotment is one to two weeks. The guide includes a pretest, posttest, and five behavioral objectives accompanied by instructional strategies and facilitating materials, including group discussion, independent research, and role playing. A worksheet, designed to aid the student in doing independent research, lists the prominent persons. A bibliography of resources concludes the unit. (Author/CK)

0191 ED 173 225

Freepartner, Susan

Ethnic Heritage Studies: Northern European Foods. Experimental Unit.

Heritage Corp. of Louisville and Jefferson County, Ky.; Jefferson County Public Schools, Louisville, Ky.; Louisville Univ., Ky. School of Education.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date—76

Note--29p.; For related documents, see ED 150 043 and SO 011 775-786

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavioral Objectives, *Cultural Awareness, Educational Objectives, Elementary Secondary Education, *Ethnic Studies, *Food, Foreign Countries, *Multicultural Education, Social Studies, Teaching Guides

Identifiers—Ethnic Heritage Studies Program, Europe

This teaching guide focuses on the Northern European food heritage. It is part of the Louisville Area Ethnic Heritage Studies Project described in ED 150 043. The materials are designed to foster communication across intercultural/ethnic lines. The objective of this unit is to gain familiarity with and appreciate foods from Scandinavia, the Soviet Union, the Netherlands, the Balkans, Germany, Poland, Belgium, Switzerland, and France, noting cultural, historical, social, and religious influences on foods. Planned as a supplement for a gourmet foods course, suggested time allotment is one week. The guide includes a pretest, five behavioral objectives accompanied by instructional strategies and facilitating materials, and three worksheets asking questions about Scandinavian, Russian, and German cooking. A posttest, key to the pretest, and bibliography of resources and materials conclude the unit. (Author/CK)

0192 ED 173 226

Freepartner, Susan

Ethnic Heritage Studies: Southern European Foods. Experimental Unit.

Heritage Corp. of Louisville and Jefferson County, Ky.; Jefferson County Public Schools, Louisville, Ky.; Louisville Univ., Ky. School of Education.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date—76

Note--30p.; For related documents, see SO 011 775-786

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavioral Objectives, *Cultural Awareness, Educational Objectives, Elementary Secondary Education, *Ethnic Studies, *Food, Foreign Countries, *Multicultural Education, Social Studies, Teaching Guides

Identifiers—Ethnic Heritage Studies Program, Europe

This teaching guide focuses on the Southern European food heritage. It is part of the Louisville Area Ethnic Heritage Studies Project described in ED 150 043. The project materials are designed to foster communication across intercultural/ethnic lines. The objective of this unit is to gain familiarity with and appreciate foods from Spain, France, Portugal, Italy, and Greece, noting cultural, historical, social, and religious influences on foods. Planned as a supplement to a gourmet foods course, suggested time allotment is one week. The guide includes a pretest, five behavioral objectives accompanied by instructional strategies and facilitating materials, and four worksheets asking questions about Italian, French, Greek, Spanish, and Portuguese cooking. A posttest, key to the pretest, and bibliography of resources and materials conclude the unit. (Author/CK)

0193 ED 173 227

Langnehs, Chic

Ethnic Heritage Studies: The Immigrant Experience: The Long, Long, Journey. Experimental Unit.

Heritage Corp. of Louisville and Jefferson County, Ky.; Jefferson County Public Schools, Louisville, Ky.; Louisville Univ., Ky. School of Education.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date—76

Note--27p.; For related documents, see SO 011 775-785; Certain pages may not reproduce clearly in paper copy from EDRS due to bleeding through of words throughout original document

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Acculturation, Behavioral Objectives, Cultural Awareness, Cultural Pluralism, Educational Objectives, Elementary Secondary Education, *Ethnic Groups, *Ethnic Studies, *Immigrants, Multicultural Education, Social Studies, Teaching Guides

Identifiers—Ethnic Heritage Studies Program

This teaching guide focuses on the dreams and realities of one family's immigration and assimilation into the American society. It is part of the Louisville Area Ethnic Heritage Studies Project described in ED 150 043. The materials are designed to foster communication across intercultural/ethnic lines. The objective of this unit is to help students understand and appreciate the immigrant experience, stressing such concepts as assimilation, conformity, prejudice, discrimination, poverty, and peer group. Planned as a supplement for social studies or English, it is suggested that one week be spent on the unit. The guide includes a pretest and seven behavioral objectives accompanied by instructional strategies and listing facilitating materials. The film "The Immigrant Experience: The Long, Long Journey" is used for class discussion, analysis, essay writing, and role playing. A worksheet suggesting ideas for a role-playing skit illustrating assimilation problems, a posttest, and bibliography of resources conclude the unit. (Author/CK)

0194 ED 173 736

Herron, William P. Kemp, Edith S.

Urban School Dropouts: Data Collection and Analysis in Philadelphia.

Pub Date—79

Note--22p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Table 1 of marginal reproducibility

Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Data Collection, *Dropout Research, *Dropouts, Minority Groups, *Program Development, Racial Factors, *School Holding Power, Secondary Education, Sex Differences, Statistical Data, Unemployment, Urban Schools, *Urban Youth

Identifiers—Pennsylvania (Philadelphia)

In the late 1960's, educators and researchers became concerned with the dropout problem in large urban school districts. In Philadelphia, the Division of Pupil Personnel and Counseling (PPC) is responsible for collection of this data and reports this information to the state. The process has been computerized to cope with the large volume of data. The PPC file has become the basis for annual dropout reports. Four general categories of dropouts have been defined. A survey questionnaire was also developed which indicated differential patterns of dropping out by race, sex and grade, and also shows that many dropouts continue their education on a part-time basis or through the GED program. There has been an overall decline in the dropout rate over the last five years, although the majority of dropouts leave school because they are over-aged. The survey reveals differences in official records and personal reasons for leaving, however. Each time the study is conducted, 50% report unemployment, suggesting that new approaches are required to solve problems of unskilled teenage employment. The appendix includes dropout statistical tables and status surveys. (Author/BEF)

0195 ED 173 764

Reading Disability Prevention for 5 Year Olds.

Portland Public Schools, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Note--210p.

Available from—ESEA Title 4C, Portland Public Schools, Area 1, 6318 Southwest Corbett Street, Portland, Oregon 97201 ($4.50)

Pub Type— Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Auditory Discrimination, Curriculum Guides, *Inservice Teacher Education, *Kindergarten, Language Acquisition, Parent Participation, Perceptual Motor Coordination, Prevention, Primary Education, Program Guides, *Reading Failure, *Reading Programs, *Reading Readiness, *Screening Tests, Visual Perception

A program designed to detect and prevent reading disability in kindergarten is outlined in this curriculum guide. A modification of the Santa Clara Inventory of Developmental Tasks is used as the basic screening and diagnostic instrument, and instructions are provided on how to use the instrument for both purposes. Detailed sections on teacher training, implementation, parent involvement, and evaluation of student progress are included. Reading readiness areas covered are language development, visual and auditory perception, concept development, and motor coordination. The appendixes include information on budget, tests and inventories, format for volunteer training sessions, supplemental programs for children continuing at risk, suggested materials and supplies, project-developed prescriptive activities, and suggestions on how to deal with specific learning handicaps. (MKM)

0196 ED 173 999

Asian Pacific Perspectives.

Los Angeles Unified School District, Calif.

Pub Date—74

Note--378p.

Available from—Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, Calfiornia 90012

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—Asian Americans, Bibliographies, Bilingual Education, *Cultural Background, *Cultural Education, Elementary Education, *English (Second Language), *Ethnic Groups, Immigrants, *Instructional Materials, Language Instruction, Minority Groups, *Multicultural Education, Phonology, Resource Materials, Syntax

Identifiers—*Knowledge of English Yields Success Project

This multicultural guide contains classroom activities that have been prepared for use in the primary grades. The guide is divided into five sections: (1) multicultural, (2) phonology, (3) syntax, (4) comprehension, and (5) resources. The multicultural unit discusses twenty activities from Asian countries, some involving arts and crafts and some involving classroom discussion. The phonology unit is designed to help Asian American students improve their oral/aural discrimination skills in English. Each of the 30 lesson units represents a pronunciation problem for three or more of the five Asian language groups. The syntax unit is designed to give Asian American students a better understanding of English sentence structure as well as knowledge of the American culture. The comprehension unit is developed to assist students who are learning English as a second language to express themselves orally in English. The resources unit contains three bibliographies: (1) "Asian American Bibliography: Adult Reading," (2) "Asian American Multi-Media Materials, K-3," and (3) "Bibliography of Asian American Children's Books, K-3." (NCR)

0197 ED 174 038

Alston, Herbert L. And Others

Utility of LESA Criteria for Estimating The Number of LESA Students.

Houston Independent School District, Tex.

Pub Date—Apr 79

Note--11p.; Paper presented at the American Educational Research Association Meeting (San Francisco, California, April 1979)

Pub Type— Tests/Questionnaires (160) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Students, *Communicative Competence (Languages), Elementary Education, *English (Second Language), Language Fluency, Language Programs, *Language Skills, Listening Comprehension, Questionnaires, Reading Comprehension, *Second Language Learning, *Spanish Speaking, *Student Evaluation

Studies conducted concerning numbers of limited-English-speaking-ability (LESA) students and utility of criteria for estimating this population are discussed. A sample of 287 students in kindergarten through grade three, whose parents had responded to a Language Resource Questionnaire, were selected for study. The teacher of each student was administered the Language Resource Questionnaire for Teachers, which concerned the student's ability to use and understand English in the classroom. Each student was administered the Shutt Primary Language Indication Test to assess their proficiency in English and Spanish. The intercorrelations of key items on both questionnaires and subtests of the Shutt test were calculated. Key items on the parent questionnaire included whether the student was born outside the United States and whether the household language was other than English. Key items on the teacher questionnaire included the student's understanding of instruction in English and the student's ability to speak English. Key subtests on the Shutt test were listening comprehension in English, reading comprehension in English (third grade only), and English verbal fluency. (SW)

0198 ED 174 733
Scott, Elois Skeen
Programmatic Needs and Satisfaction of Hispanic Parents to the Buffalo, New York Title I Bilingual Program, 1977-1978.
Pub Date—[79]
Note--11p.; For related documents, see UD 019 673-676; Page 8 may be marginally legible due to print quality in the original document
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Bilingual Education, Elementary Secondary Education, *Language Programs, *Parent Attitudes, *Parent Participation, Parent School Relationship, *Spanish Speaking, Surveys
Identifiers—New York (Buffalo)

This paper lists the questions distributed to parents of children in this bilingual program in order to determine their perception of needs, and summarizes the responses of the few who returned the questionnaire. It is concluded that the weakest area of the program is parent involvement. Several suggestions are made for increasing the participation of parents in the educational process of their children. (EB)

0199 ED 176 331
Malloy, Ione M.
Curriculum Guide: Irish Literature and Related Arts, Grades 11 and 12.
Boston Public Schools, Mass.
Pub Date—May 77
Note--275p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—Art, Audiovisual Aids, Biographies, *Cultural Awareness, Cultural Background, Curriculum Guides, Drama, Films, Foreign Countries, *History, *Learning Activities, Literary Criticism, *Literature Appreciation, *Minicourses, Music, Novels, Poetry, Secondary Education, Short Stories
Identifiers—*Ireland, *Irish Literature

Developed to meet the needs and interests of eleventh and twelfth grade inner city students who demand that literature be relevant to life, this curriculum guide provides material for a minicourse in Irish literature that aims at a comprehensive exposure to Irish culture through Irish literature, historical accounts, music, and art. It contains detailed guides for helping students to learn about the following: three plays; the novel "The Informer" by Liam O'Flaherty; a film version of "The Informer"; Brendan Behan's autobiographical story, "Borstal Boy"; four short stories; seven films; the development of Irish family trees; the Irish newspaper; limericks; two poems; art; and music. Supplementary materials include suggestions for teaching approaches for the minicourse, a first-day handout to stimulate students' interest in Ireland, suggestions for a "slide tour" of Ireland, biographical information about Brendan Behan and about 15 Irish patriots honored by the Irish government with commemorative postage stamps, an account of the early Irish-American connection, a crossword puzzle related to Ireland, and a selected bibliography of print publications and phonograph records about Ireland. Appendixes provide information about the Irish uprising from 1916 to 1922 and words to a phonograph record of songs about the uprising; an outline of Irish history; an educational bulletin about Northern Ireland; and review questions for filmstrips about Ireland. (GT)

0200 ED 176 530
Azios, Maria Leticia And Others
Teaching English as a Second Language: A Handbook for Science. Curriculum Bulletin Number 75CBM5, Secondary Level.
Houston Independent School District, Tex.
Pub Date—75
Note--158p.
Language—English; Spanish
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Anatomy, Anthropology, Astronomy, Bilingual Students, Biology, Botany, Chemistry, Course Descriptions, *English (Second Language), Genetics, Geology, Instructional Materials, Laboratory Procedures, *Language Instruction, Material Development, Measurement, Metric System, Oceanography, Physics, Science Instruction, Science Laboratories, *Science Materials, Secondary Education, *Secondary School Science, Second Language Learning, Space Sciences, *Spanish, Spanish Speaking, Zoology

This course guide is intended for classroom use by teachers of secondary level science to Spanish-speaking students of English as a second language (ESL). Both science instruction and acquisition of English scientific terminology are emphasized, within the framework of increasing overall student proficiency in English. The book is prefaced with a rationale to guide the teacher. Units present drills in repetition, substitution, and question answering. Topics covered include the metric system, matter and temperature, solutions, the microscope, the cell, mitosis, genetics, taxonomic classification, record breakers among animals, the human ear, the skeletal system, digestion, flowers and seeds, the structure of the earth, the water cycle, oceanography, astronomy, anthropology, and space exploration. Ample illustrations are provided,, laboratory activities are described, and Spanish translations of many assignments are provided to assist the student in mastering new terminology. (JB)

0201 ED 176 531
Azios, Maria Leticia And Others
Teaching English as a Second Language: A Handbook for Social Stuides. Curriculum Bulletin Number 75CBM6, Secondary Level.
Houston Independent School District, Tex.
Pub Date—75
Note--119p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Bilingual Students, Course Descriptions, Cultural Education, Educational Media, *English (Second Language), Geography, History, *Instructional Materials, *Language Instruction, Material Development, *Mexican American History, Mexican Americans, Secondary Education, Second Language Learning, *Social Studies, *Spanish, Spanish Speaking, Units of Study
Identifiers—*Texas

This book of activities and exercises is intended as a guide for a course in secondary level English as a second language (ESL) for Spanish-speaking (especially Mexican-American) students. Increased proficiency in English is fostered by the examination of the Mexican-American cultural heritage. The material presented is useful in a variety of ESL teaching activities, including drills and exercises in repetition, substitution, transformation, memorization, directed questioning, and guided discussion. The book is prefaced with a rationale to guide the teacher, and each unit offers specific suggestions for audiovisual materials and other teacher aids to be incorporated into the classroom presentation. The units cover the following subjects: self-concept, civil rights, racial and ethnic groups in America, social awareness, music and culture, wedding customs, the folk tale, poetry, using maps, the Indians of Texas, the U.S. government, the industrial revolution, World War II, and world geography. The course is unified by the continuing project of constructing a bulletin board time-line of Mexican history. (JB)

0202 ED 176 532
Azios, Maria Leticia And Others
Teaching English as a Second Language: A Handbook for Mathematics. Curriculum Bulletin Number 75CBM4, Secondary Level.
Houston Independent School District, Tex.
Pub Date—75
Note--88p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Arithmetic, Bilingual Students, Consumer Education, Course Descriptions, Decimal Fractions, *English (Second Language), Fractions, Geometry, Glossaries, Graphs, *Instructional Materials, *Language Instruction, Material Development, *Mathematics Instruction, Mathematics Materials, Numbers, Number Systems, Secondary Education, *Secondary School Mathematics, Second Language Learning, Set Theory, *Spanish, Spanish Speaking

This course guide is intended for classroom use by teachers of secondary level mathematics to Spanish-speaking students of English as a second language (ESL). Both mathematical instruction and acquisition of English mathematical terminology are emphasized. The book is divided into chapters that comprise a Spanish-English glossary of mathematical terms, simple exercises involving the Roman and Mayan number systems, consumer arithmetic, fractions, decimals, positive and negative numbers, sets, graphs, equations, and geometry. (JB)

0203 ED 176 533
Azios, Maria Leticia And Others
Teaching English as a Second Language: A Handbook for Language Arts. Curriculum Bulletin Number 75CBM3, Secondary Level.
Houston Independent School District, Tex.
Pub Date—75
Note--168p.
Language—English, Spanish
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—American Indian Languages, Bilingual Students, Capitalization (Alphabetic), Cloze Procedure, Course Descriptions, *English (Second Language), Form Classes (Languages), *Grammar, *Instructional Materials, *Language Arts, *Language Instruction, *Language Skills, Linguistic Borrowing, Morphology (Languages), Nonverbal Communication, Paragraph Composition, Phonology, Punctuation, Secondary Education, Second Language Learning, Sentences, Spanish, Spanish Speaking, Verbs, *Writing (Composition), Writing Skills
Identifiers—*Slang, Tense (Verbs)

This course guide is intended for classroom use by teachers of English as a second language (ESL) to Spanish-speaking secondary school students. Each unit offers exercises and activities to facilitate increased proficiency in some aspect of English grammar or usage. The book is prefaced with a rationale to guide the teacher. Topics covered include sound discrimination through minimal pairs, the Cloze method, word borrowing from Indian language to Spanish, word borrowing from Spanish to English, slang, gestures and expressions, punctuation, capital letters, count and non-count nouns, action and linking verbs, past tense of regular verbs, regular and irregular verbs, irregular past tense, adjectives, parts of speech, stressed and unstressed syllables, techniques of description, comparison of adjectives, writing a recipe, logical sequence, accents, homonyms, types of sentences, sentence construction, sentence variety, news reporting, paragraphs, adverbs, modal auxiliaries, identifying root words, and prefixes and suffixes. (JB)

0204 ED 176 552
Ligon, Glynn And Others
Final Technical Report. ESEA Title VII Bilingual Project 1974-1975.
Austin Independent School District, Tex. Office of Research and Evaluation.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Pub Date—Jun 75
Note--490p.; Project N. S0163SA
Pub Type— Reports - Descriptive (141)
EDRS Price - MF02/PC20 Plus Postage.
Descriptors—Academic Achievement, *Bilingual Education, Bilingual Schools, Bilingual Students, *Educational Assessment, Educational Environment, Educational Objectives, *Educational Policy, Elementary Education, Language Dominance, Language Instruction, Language Programs, *Program Evaluation, School Districts, Second Language Learning, *Spanish Speaking
Identifiers—*Bilingual Education Act 1968, *Elementary Secondary Education Act Title VII

This Bilingual Project reviewed here included 2,406 students in grades kindergarten through 6 on 16 campuses in 3 types of project schools. Student outcomes are viewed in relation to the instructional processes conducted and the inputs provided through project resources. All this is considered within the context of the overall instructional program. A generally high level of attainment was found for objectives related to instructional processes and project inputs. On the other hand, it was found that development of local curriculum units did not occur, and that parent volunteers were frequently not present during classroom instructional time. In addition to the measurement of project objectives, four areas of special interest were investigated. Results of these studies showed that: (1) students receiving bilingual instruction learned more Spanish and just as much English as those students in non-bilingual classes; (2) parents who are interviewed by a community representative develop more knowledge and support of school activities; (3) Spanish is used widely in instruction, but English is used more for informal acticities; and (4) bilingual project classrooms were more task-oriented, more positive, and produced more teacher-student contact than non-project classroom on the same campus. (Author/AMH)

0205 ED 176 553
Sung, Robert
Fa Keih Reading Series. Book 1.
San Francisco Unified School District, Calif. Chinese Bilingual Pilot Program.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Note--140p.; For related document see FL 010 570
Language—Chinese; English
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Bilingual Education, *Chinese, *Chinese Culture, *Cultural Education, Grammar, *Language Instruction, Language Skills, Learning Activities, Literature, *Reading Instruction, *Reading Materials, Textbooks, Vocabulary, Word Study Skills
Identifiers—Bilingual Education Act 1968, Elementary Secondary Education Act Title VII

This is the first of a reading series designed primarily for students who are interested in continuing to learn Chinese in a Chinese bilingual program at the secondary level. It follows "The Golden Mountain Reading Series" developed for students in the elementary grades. Each lesson contains the following elements: vocabulary, explanations, idioms, questions for discussion, and exercises on structure and usage of words and phrases. Also included are exercises to distinguish synonyms, antonyms, homonyms, and classifiers. The reading selections are taken from Chinese literature, both classical and contemproary. The topics covered in the reading selections include the introduction and appreciation of writing styles, practical wirtings, translations, student's writings, newspaper articles, and essays written by Chinese Americans. The series was developed around the interests and experiences of the students for whom it was intended. In addition to objectives directly connected with language skills, cultural and affective objectives of the series are stated. (Author/AMH)

0206 ED 177 242
Napier, Shirley
Multicultural Education, A Concept Paper.
Pub Date—[79]
Note--10p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Role, Cultural Pluralism, Educational Administration, *Educational Improvement, Elementary Secondary Education, Minority Groups, *Multicultural Education, Opinions, *Political Influences, Public Education, *Social Influences

This paper explores some reasons why the concept of multicultural education did not exist until recently, what the concept is, and some directions that educational administrators might take to promote cultural pluralism in education. Social and political conditions which led to the idea of multicultural education are reviewed. It is argued that minority group dissatisfaction with the educational system's focus on homogeneity was the stimulus for the development of the concept. Multicultural education is described as a commitment to a social system that will revere human dignity and the worth of the individual. Factors that should be considered by educational administrators in an effort to develop a climate of interest, concern and involvement in multicultural education are outlined. (Author/EB)

0207 ED 177 252
Offenberg, Robert M. And Others
Project PACT, Parent and Children Together; Evaluation of the First Year, 1977-1978.
Philadelphia School District, Pa. Office of Research and Evaluation.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—PSD-7911
Pub Date—Oct 78
Grant—G00770414
Note--21p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors--Academic Achievement, *Adult Education, *Adult Programs, Elementary Secondary Education, *Improvement Programs, Parent Education, *Parent Participation, *Parent Role, Parent School Relationship, Parent Student Relationship, Program Descriptions, *Program Effectiveness, *Spanish Speaking
Identifiers—*Pennsylvania (Philadelphia)

Project PACT was designed to complement a bilingual program at Potter-Thomas school by involving Hispanic parents in the education of their children. The emphasis was on improving the academic performance of Hispanic pupils by teaching their parents and other adults how to reinforce classroom instruction. At the end of the first year, there was evidence that parent participation in the summer program was associated with higher reading scores. The effect of parent participation on student behavior during the school-year program could not be determined because of external problems. However, more Hispanic adults than expected earned high school equivalency diplomas during the school-year program. In conclusion, the summer program appears to have worked well as designed and was associated with superior pupil behavior. The school-year program had some successes, but needed modifications. (Author/EB)

0208 ED 177 316
Steiger, JoAnn And Others
Literature and Secondary Data Review of the Vocational Education Equity Study. Final Report: Volume II.
Steiger, Fink, and Kosecoff, Inc., McLean, Va.
Spons Agency—American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; Office of Education (DHEW), Washington, D.C.
Report No.—AIR-66600-3/79FR(2)
Pub Date—Mar 79
Contract—300-77-0318
Note--261p.; Some of the tables in this document will not reproduce well due to small, broken type; For related documents see CE 022 751-755
Pub Type— Reports - Research (143) — Information Analyses (070)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—Data Collection, Educational History, Federal Legislation, Literature Reviews, Research Reports, *Sex Discrimination, Sex Fairness, Sex Role, *Sex Stereotypes, *Vocational Education
Identifiers—Education Amendments 1976

This report provides a review of the literature and secondary data on sex discrimination and stereotyping in vocational education. Chapter 1 provides an executive summary of the findings of the review of secondary data. Chapter 2 presents findings, organized according to eighteen major topics used to guide the search for data. Some of the topics include the following: number of males and females with jobs in occupations for which vocational students are trained, male and female students' vocational competencies, and employers' satisfaction with male and female employees who graduated from vocational programs. Chapter 3 presents a review of the literature on sex role socialization. Review topics include some of the following: women in the labor force, sex fairness in education, and sex roles and career choice. Chapter 4 reviews the history of the sex fairness of the vocational education portion of the Education Amendments of 1976, presenting the specific language of relevant sections of the law and regulations. Finally, the bibliography for chapters 2 (by topic), 3, and 4 concludes the document. (JH)

0209 ED 177 317
Wheeler, Jeanette D. And Others
Case Studies and Promising Approaches. Vocational Education Equity Study. Final Report: Volume III.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—AIR-66601-3/79-FR(3)
Pub Date—Mar 79
Contract—300-77-0318
Note--240p.; Some of the tables in this document may not reproduce well due to light print; For related documents see CE 022 751-755
Pub Type— Reports - Descriptive (141) — Reports - Research (143)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Activities, Case Studies, Information Sources, Program Costs, Program Descriptions, Program Development, *Program Effectiveness, Program Evaluation, *Sex Discrimination, Sex Fairness, *Sex Stereotypes, *Vocational Education

Information on programs and activities which have been developed to reduce sex inequities in vocational education is provided. The document is organized into two sections: section 1 contains case studies of twelve programs selected from a nationwide search, and section 2 contains brief descriptions of twelve promising approaches to reducing sex inequity, also selected from the nationwide search. Each of the case studies includes the following components: program overview; background and development; program description, target population, staff, facilities, and activities (recruiting, instruction, support services, job development and placement, community involvement, and support); costs and funding sources; program effectiveness; program future; replicating the program; and contact person and program address. Each of the approach descriptions includes the following components: target population, purpose, idea for replication, activities, evaluation and dissemination, funding source, and contact person and address. (JH)

0210 ED 177 391
Norris, Carol A. Chan, Susy S.
Bostrom Alternative Center for Education: Interim Evaluation Report.
Phoenix Union High School District, Ariz.
Pub Date—Apr 79
Note--59p.
Pub Type— Reports - Evaluative (142) — Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Counseling Effectiveness, *Dropout Programs, High School Students, *Minority Groups, *Nontraditional Education, Program Descriptions, *Program Effectiveness, Program Evaluation, Secondary Education, Student Attitudes, Student School Relationship
Identifiers—*Bostrom Alternative Center for Education

The mid-year evaluation of the Bostrom Alternative Center for Education (BACE) during its third year of operation (1978-79) reviewed student characteristics, student termination, and results of student, parent and staff surveys. Students (N=334) attended Bostrom Center during the first semester. The academic program had the largest student enrollment (158); Life Skills (89) and GED (87) had similar size of enrollment. The majority of the students' ages ranged from 15 to 18 years old. Students were primarily Hispanic, black, and white, with a large proportion of non-white minority students. Most students had less than 10 credits earned toward graudation. About one-third of the students were dropouts for one or more years. Most of them came from schools within the Phoenix Union High School System and many had attended Bostrom Center previously. Students were referred to Bostrom through school counselors, friends, probation/parole officers. About 23% of the students were on probation/parole at the time of enrollment. By January 1979, 134 students were terminated. The dropout rate was about 22.5%. Among all terminated students, 63% withdrew for non-positive reasons; 11 obtained their GED Certificates. In general, students, parents and staff all endorsed the program as a success. Individualized support for student academic and social problems, understanding staff, small classes and self-paced learning helped change students' attitudes toward school. GED and vocational orientation in curriculum, coordination among staff members, and frequent parental contacts also facilitated student performance. (Author)

0211 ED 177 516
Higher Horizons 100, 1978-1979; Hartford Moves Ahead: An Evaluative Report.
Hartford Public Schools, Conn.
Pub Date—79
Note--49p.; For related documents, see ED 058 345, ED 068 618, ED 098 267, and ED 120 294
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Achievement Gains, Attendance Patterns, *Educationally Disadvantaged, High Schools, Junior High Schools, Mathematics, *Program Effectiveness, *Program Evaluation, *Reading Achievement, Secondary Education, Student Attitudes, *Student Improvement, *Supplementary Education

During its fourteenth year, the Hartford (Connecticut) school district's Higher Horizons 100 Program (HH100), a supplementary program providing groups of 100 educationally disadvantaged students with an integrated academic, cultural, and counseling program, produced a series of substantial student gains. In all but one instance, fall to spring scores on reading and mathematics achievement tests showed gains that were statistically significant. These gain levels produced changes in relative percentile standings ranging from 5 to 36 points. In addition to achievement test gains, HH100 students produced attendance patterns substantially higher than those expected for their host school and grade. These gains ranged from 3.2% to 16.9% above projected levels. While it was not determined whether HH100 students improved their attitudes toward themselves and their schools, the attitudes themselves were highly positive. (Author/RL)

0212 ED 177 778
Career Education Program for the Talented.
Allegheny Intermediate Unit, Pittsburgh, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Note--47p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Aesthetic Education, Art Education, *Behavioral Objectives, *Career Education, Communications, Creative Writing, Curriculum Guides, Dance, Drama, Elementary Education, Junior High Schools, *Learning Activities, Music, *Talent

The curriculum packet lists objectives and activities used in a career education program in which talented students in grades 4-9 interacted with practicing professionals in six arts areas (art, creative writing, dance, drama, media, and music). Information is presented according to session sequence, and includes descriptions of such aspects as introductory activities, materials, discussion topic, media, and time schedules. Among the suggested activities listed are designing a personal portfolio, pencil drawing (art); advertising, theater/entertainment writing (creative writing); creativity discussions, dance therapy (dance); mime, painting to music (drama); photo-silkscreens (media); and music performance (music). (CL)

0213 ED 177 855
Weibly, Gary And Others
Evaluation Design, 1978-1979. Local/State Bilingual Education Evaluation.
Austin Independent School District, Tex. Office of Research and Evaluation.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Pub Date—79
Note--38p.; Small print may be marginally legible
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Accountability, *Bilingual Education, Cognitive Objectives, Community Programs, Educational Assessment, *Educational Objectives, Elementary Education, Elementary School Teachers, English (Second Language), *Evaluation Methods, Language Skills, *Program Evaluation, Screening Tests, Spanish, *State Programs, Student Evaluation
Identifiers—*Austin Independent School District, Bilingual Education Act 1968, *Bilingual Programs, Elementary Secondary Education Act Title VII

The evaluation design of the 1978-79 local/state bilingual education program of Austin Independent School District is presented. The primary focus of the evaluation is the assessment of the objectives in language development and concept development submitted to the Texas Education Agency. A secondary focus is the collection of information related to the limited English speaking ability (LESA) student identification process. The collection, compilation, and reporting of the data is a significant portion of the evaluation effort. Evaluation questions concerning the new identification procedure include: (1) How many students did the 1978-79 LESA identification procedure identify as compared to past years that used other identification procedures? and (2) How may students qualify to exit from the bilingual program by the end of the 1978-79 school year? A second accountability-type question concerns what type of bilingual program the Austin school district should have. The levels of attainment for each of the project objectives are presented, and a listing is included of all schools in the program and the distribution of resource teachers, other teachers assigned to the bilingual program, and aides. Information needs for project evaluation and the appropriate information sources are outlined, and information is presented on dissemination activities, data to be collected in the schools, and the allocation of time for project activities by staff members. (SW)

0214 ED 177 861
Weibly, Gary And Others
Evaluation Design, 1978-1979. ESEA Title VII Bilingual Program.
Austin Independent School District, Tex. Office of Research and Evaluation.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Pub Date—79
Note--40p.; Small print may be marginally legible
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Accountability, *Bilingual Education, Cultural Background, *Curriculum Development, Demonstration Programs, Educational Objectives, Elementary Education, English (Second Language), Evaluation Methods, Federal Aid, *Federal Programs, Inservice Teacher Education, Instructional Materials, Language Skills, Parent Participation, Parent School Relationship, Preservice Teacher Education, *Program Evaluation, Spanish, Student Evaluation, *Teacher Education
Identifiers—*Austin Independent School District, Bilingual Education Act 1968, *Bilingual Programs, Elementary Secondary Education Act Title VII

A summary is presented of the Austin Independent School District's demonstration bilingual project, which is funded under Title VII of the Elementary and Secondary Education Act. The purpose of the five-year project is (1) to build up the district's capacity to implement bilingual education through staff development, curriculum development, and parental involvement, and (2) to demonstrate the effectiveness of selected processes in staff development and parental involvement. The instructional component is designed to provide bilingual instructional activities in language arts, reading, and math. The staff development component is responsible for developing preservice and inservice training for bilingual program personnel. In the curriculum development component, special emphasis is placed on the identification and adaptation of culturally relevant instructional materials. The parental involvement component focuses on assisting schools in developing and implementing programs that will lead to improved school-home relations. Program evaluation objectives, decision questions, information needs, dissemination activities, information sources, and data to be collected in the schools are summarized. (SW)

0215 ED 178 260
Totusek, Patsy F. And Others
Evaluation Design: ESEA Title I Migrant Program. Publication No. 79.03.
Austin Independent School District, Tex. Office of Research and Evaluation.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Pub Date—79
Note--85p.; Not available in paper copy due to small print size
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Ancillary Services, Educational Assessment, Elementary Secondary Education, *Evaluation Methods, *Evaluation Needs, Instructional Programs, *Migrant Education, Migrant Health Services, Needs Assessment, *Objectives, Parent Participation, Preschool Education, Program Design, *Program Evaluation, Public Schools

Operating on a budget of $845,745, the 1979-80 Austin Independent School District Title I Migrant Program for current and former migrant children at preschool through high school levels centers around student recruitment and parental involvement, a pending at-home program for children aged 2-3, a pre-K through 12 instructional program, and health and clothing support services. Program evaluation will involve two major activities: (1) the production of a Final Report Summary and a Final Technical Report, which will present decision information regarding the continuance and/or modification of the program's instructional and other components; and (2) the production of an Annual Evaluation Report for the Texas Education Agency, documenting the achievement of program objectives regarding academic achievement, parental involvement, and meeting the health and clothing needs of migrant students. These reports will require needs assessment, process, and outcome data from numerous sources, all of which are cross referenced. The evaluation design includes a complete information dissemination schedule and an evaluation time resources allocation plan. (SB)

0216 ED 178 647
School Desegregation in Boston; A Staff Report Prepared for the Hearing of the U.S. Commission on Civil Rights in Boston, Massachusetts, June 1975.
Commission on Civil Rights, Washington, D.C.
Pub Date—Jun 75
Note--164p.
Pub Type— Reports - General (140)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Agency Role, *City Government, *Community Characteristics, Court Litigation, Demography, Desegregation Litigation, *Desegregation Plans, Elementary Secondary Education, Federal Courts, Federal Government, Government Role, *Law Enforcement, Police, *School Desegregation, State Agencies
Identifiers—*Massachusetts (Boston)

This report provides an overview of school desegregation efforts in Boston, Massachusetts. Background information on the city and its school system is provided. Included are demographic statistics about the Boston area, a description of the major components of the educational structure at the local and State level, a review of the history of school desegregation in the city, and a summary of key findings in the 1974 Federal district court decision regarding racial imbalance in the Boston school system. The desegregation plan ordered by the district court is described and remaining problem areas are outlined. Also discussed are the authority and responsibility of various Federal agencies in school desegregation cases and the activities of these agencies in Boston. In addition, the structure of State and local enforcement agencies are examined and their involvement in desegregation-related assignments since September 1974 is described. Appended are charts showing the institutional hierarchy of Boston's educational and police systems, as well as a chronological outline of legal developments under Phase I of the city's school desegregation plan. (EB)

0217 ED 179 324
Friedman, Myron And Others
ESEA Title I Migrant Program. Final Technical Report. June 30, 1979.
Austin Independent School District, Tex. Office of Research and Evaluation.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Pub Date—30 Jun 79
Note--660p.
Pub Type— Reports - Evaluative (142) — Reports - Descriptive (141)
EDRS Price - MF03/PC27 Plus Postage.
Descriptors—*Academic Achievement, Achievement Tests, Bilingual Education, Comparative Analysis, Early Childhood Education, *Educational Assessment, Elementary Secondary Education, Followup Studies, *Migrant Education, *Migrant Health Services, Parent Associations, Parent Participation, Program Descriptions, Program Effectiveness, *Program Evaluation, Questionnaires, School Health Services, Teacher Evaluation, Teacher Qualifications
Identifiers—*Elementary Secondary Education Act Title I, Migrant Education Amendment, Texas (Austin)

A comprehensive evaluation of Austin Independent School District's Migrant Program for 1978-79, this document identifies program accomplishments and areas where further action is needed and provides extensive documents supporting the decision and evaluation questions published in the project evaluation design. Academic achievement of students at several levels (pre-K-12) and delivery of health services to 90% of the migrant pre-K students are among the positive findings summarized. Supervision of migrant teachers, implementation of diagnostic-prescriptive teaching approach, and standardization of the quality of programs in grades 6-12 are areas requiring action. Appendices contain detailed information on achievement testing procedures and results, migrant attendance, type and amount of instruction received by migrant students, clothing purchases, health services, and parent advisory committees. Interviews with teachers, administrators, and migrant parents are reported; concerns were each group's knowledge of the range of services provided by the Migrant Program, satisfaction with the program, and perceived needs. Migrant teacher performance is discussed and favorably compared to performance of locally funded teachers. (JH)

0218 ED 179 566
Oral Language Proficiency Scale. ESOL Placement Interview. Guidelines. Revised.
Dade County Board of Public Instruction, Miami, Fla.
Pub Date—78
Note--14p.
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cubans, Educational Testing, Elementary Secondary Education, *English (Second Language), *Individual Testing, Interviews, *Language Proficiency, Language Skills, *Language Tests, Screening Tests, Spanish Speaking, Speech Skills, *Student Placement, Tests
Identifiers—*ESOL Placement Interview, *Oral Language Proficiency Scale

The Oral Language Proficiency Scale is used to determine initial placement of Spanish-speaking students in English as a second language (ESOL) programs, at one of five ESOL proficiency levels. Proficiency is assessed in four areas: oral comprehension, grammar, pronunciation, and vocabulary. The scale is based on student responses to a 20-question individual interview; the first eight are intended to put the student at ease, while the remainder measure language proficiency. (This document contains the Oral Language Proficiency Scale; the ESOL Placement Interviews, Elementary and Secondary Level; and directions for administering and scoring.) (CP)

0219 ED 179 568
Dade County Test of Language Development (Receptive). Test-1 Elementary. Aural Comprehension. Test Boooklet. Teacher's Manual. Revised.
Dade County Board of Public Instruction, Miami, Fla.
Pub Date—Sep 76
Note--69p.; Best copy available. Teacher's Manual in English and Spanish
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Bilingual Students, Educational Testing, Elementary Education, *English (Second Language), *Language Acquisition, Language Proficiency, Language Tests, *Listening Comprehension, *Listening Comprehension Tests, Scores, Spanish Speaking, *Student Placement, Tests, *Visual Measures
Identifiers—*Dade County Tests of Language Development, Florida (Dade County)

Four booklets comprise this document. One is the Dade County Test of Langugae Development (Receptive), Test 1-Elementary, a series of pictures used to measure the aural comprehension of elementary school students whose primary language is not English. There are English and Spanish editions of the teacher's manual, which include testing instructions and descriptions of five levels of English competence. The fourth section provides the correlation between test scores and the classification of students of limited English speaking ability. The test items cover pronunciation; plurals; comparisons; pronouns; double negatives; contrast of present progressive; contrast of going to, future, present progressive, and preterit; and contrast of affirmative and negative. (MH)

0220 ED 179 609
Scott, Elois M. Skeen
Buffalo Public Schools Spanish-English Program Evaluation 1977-1978.
Pub Date—[79]
Note--23p.; For related documents see UD 019 673-676 and UD 019 712-713
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Admission Criteria, *Bilingual Education, *Compensatory Education, Cooperative Programs, Coordination, *Educational Improvement, Elementary Secondary Education, *Federal Programs, Inservice Teacher Education, *Program Effectiveness, *Program Evaluation, Teacher Aides, Teacher Attitudes
Identifiers—*Elementary Secondary Education Act Title I, New York (Buffalo)

This evaluation report presents the results of a survey of staff members participating in a Title I bilingual education program in Buffalo. Included are the questions that were asked of bilingual teaching personnel and bilingual aides during the course of the evaluation. Specific issues addressed include the value of inservice programs, student selection criteria, student characteristics, classroom management, program coordination, and staff responsibilities. A discussion of each question summarizes the opinions of the staff members about the program and its impact. Recommendations made by the staff members and observations and recommendations made by the evaluator concerning the effectiveness and improvement of the program are outlined. (EB)

0221 ED 179 658
Asian American Curriculum Guide.
Saint Paul Public Schools, Minn.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Jun 78
Note--259p.; Not available in paper copy due to reproduction quality of original document; For related documents see UD 019 998-999
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Asian Americans, Behavioral Objectives, Chinese Americans, *Cross Cultural Studies, Cultural Differences, *Curriculum Guides, Elementary Education, *Elementary School Students, *Ethnic Stereotypes, Filipino Americans, Hawaiians, Indochinese, Japanese Americans, Korean Americans, Lesson Plans, *Resource Materials, Teaching Guides

This comprehensive Asian American curriculum and resource guide for elementary school teachers consists of lessons developed as part of an in-service teacher education workshop. The guide is divided into three topic areas: stereotyping; similarities; and differences. The format for lessons in all sections contains a title, key concepts, generalizations, behavioral objectives, teaching procedures, and resources and materials. The lessons are designed to be used for different subjects including social studies, art, math, music, reading, language arts, and home economics. Specific materials and worksheets follow each lesson. These materials include instructions for activities such as Chinese character writing, origami, and tangrams. Additional activity sheets and supplementary materials are included in a guide to integrating Asian American lessons into the classroom. A short evaluation form for evaluating Asian American classroom materials and a brief annotated bibliography are included. (Author/PMR)

0222 ED 179 659
Asian American Curriculum Guide: Secondary.
Saint Paul Public Schools, Minn.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Jun 79
Note--231p.; Not available in paper copy due to reproduction quality of original document; For related documents see UD 019 997 and UD 019 999
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Asian Americans, Behavioral Objectives, Chinese Americans, *Cross Cultural Studies, Cultural Differences, *Curriculum Guides, *Ethnic Stereotypes, Filipino Americans, Hawaiians, High School Students, *Indochinese, Japanese Americans, Junior High School Students, Korean Americans, Lesson Plans, *Resource Materials, Secondary Education, Teaching Guides

Created as part of an in-service teacher education workshop, this guide for a secondary school Asian American curriculum is divided into a section for junior high students and a section for senior high students. In each section, the same pattern is followed. Lesson plans are arranged by subject and grade and are followed by student worksheets when they are needed for the lesson. All lessons are structured to include a title, key concepts, generalizations, behavioral objectives, teaching procedures, evaluative procedures, and resources and materials. Lessons are designed to be used in subject fields such as social studies, reading, and home economics. Topics covered in lessons include stereotyping, holidays, food, stories, historical facts, and values. A section on supplementary materials includes resources for studying the Indochinese. These resources include reprints of newspaper stories about the refugees and the boat people. An annotated bibliography of print and non-print materials about Asian Americans is also included. (Author/PMR)

0223 ED 179 660
Asian American Curriculum Guide: Elementary.
Saint Paul Public Schools, Minn.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date--Jun 79
Note--91p.; Not available in paper copy due to reproduction quality of original document; For related documents see UD 019 997-998
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Asian Americans, Behavioral Objectives, Childrens Games, Chinese Americans, *Cross Cultural Studies, Cultural Differences, *Curriculum Guides, Elementary Education, *Elementary School Students, *Ethnic Stereotypes, Filipino Americans, Hawaiians, Japanese Americans, Korean Americans, Lesson Plans, *Resource Materials, Teaching Guides

Designed to meet the need for elementary school students to understand the status, needs, and contributions of Asian Americans, this curriculum guide was developed as a result of an in-service teacher education workshop. The basic premise of the guide is the recognition that student awareness and understanding of Asian Americans should be developed through integrating an Asian American curriculum into ongoing curricula. Lesson plans for the guide are arranged in grade level order from kindergarten through sixth grade with one lesson for grades five through nine. Lessons are included for subjects such as social studies, music, math, reading, and language arts. All lessons follow the same format, with a title, key concepts, generalizations, behavioral objectives, teaching procedures, evaluative procedures, and resources and materials. Worksheets follow each lesson when needed. Supplementary materials provide additional information on specific aspects of the Asian American heritage. These materials include games and an annotated bibliography of print and non-print materials. (Author/PMR)

0224 **ED 179 673**
Williams, Georgia
School Resegregation: Residential and School Process Study; A Collaborative Leadership Planning/Training Project. Executive Summary, Third Year Report: 1978-79.
Berkeley Unified School District, Calif.
Spons Agency--National Inst. of Education (DHEW), Washington, D.C. Educational Equity Group. Desegregation Studies Div.
Pub Date—79
Contract—400-76-0104
Note--75p.; Not available in paper copy due to reproduction quality of original document; Attachments A and B may be marginally legible
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Blacks, Desegregation Plans, Elementary Secondary Education, Leadership, *Leadership Training, Minority Groups, Models, *Program Descriptions, Racial Composition, Residential Patterns, *School Community Relationship, *School Desegregation, *School Resegregation
Identifiers—*California (Berkeley)

This is the final report of a research project designed to develop a model for leadership in school desegregation. The model was to be based on a collaborative process involving city and school decision makers in Berkeley, California. As part of background information, the racial composition of the Berkeley Unified School District is described. The history of school desegregation in Berkeley, including a tendency toward resegregation since 1972, is reviewed. Activities of the leadership planning/training project, designed to explore and reverse the resegregation process, are outlined and major findings for each of the three years of the project are presented. Numerous shortcomings of the project are mentioned, including the absence of participation of the University of California and of other sectors of the community, gaps in general data and in information on groups other than blacks and whites, and insufficient dialogue regarding dissemination and analysis of previous project reports. Nontheless, it is held that the model developed is viable and exportable to other communities for the purpose of providing leadership training for top city/school dicision makers. Appended to the reports are data on student enrollment in Berkeley, achievement test results, as well as excerpts from previous project reports. (GC)

0225 **ED 180 101**
Martin, Andrew And Others
Supervising the Development and Presentation of a Pilot Program to Reduce Sex-Role Stereotyping in Dallas Public Schools.
Pub Date—30 Mar 79
Note--169p.; Group Practicum, Nova University; Occasional pages may not reproduce clearly
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Elementary Secondary Education, Pilot Projects, Program Descriptions, Questionnaires, *Sex Discrimination, Sex Fairness, *Sex Role, *Sex Stereotypes, *Student Attitudes, Student Behavior, *Teacher Attitudes, *Workshops

This paper describes a project to increase staff and student awareness of sex-role stereotyping and to decrease sexist practices of students and teachers. Workshops were held in one school as a pilot for the project and subsequently in seven other rather typical elementary schools in the Dallas (Texas) Independent School District. Prior to the workshops, all professional staff members who were to participate responded to an attitudinal questionnaire to determine their level of sex bias. The two to four hour workshops consisted of films, questionnaires, and small group activities aimed at uncovering sex-role stereotyping. Posttests indicated a significant decrease in sex bias. The behavioral goals of the program were to reduce the ratio of girls to boys involved in disciplinary procedures by 15 percent; to decrease the divergence between the grades of boys and girls by 15 percent; to raise the level of integration of boys and girls into physical education programs by 10 percent; and to raise the number of boys participating in choral programs by 5 percent. (Author/JM)

0226 **ED 180 141**
Laten, Sherry Kutz, Gwynne
A Theoretical Model for Assessment of Adolescents: The Ecological/Behavioral Approach.
Madison Public Schools, Wis. Dept. of Specialized Educational Services.
Pub Date—Jun 75
Note--77p.
Pub Type— Reports - Descriptive (141) — Information Analyses (070)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Adolescents, *Behavior, Conceptual Schemes, *Emotional Disturbances, *Environmental Influences, Models, *Psychological Evaluation, Research Reviews (Publications), *Social Influences

The paper discusses an ecological model of assessment (i.e., one which examines the interaction between the child and his environment) and how it might be used with emotionally disturbed adolescents. A literature review focuses on current trends in assessment; the origins of the ecological perspective; and the ecological perspective in the school environment, in special education in general, and in the special education of adolescents. Research in the areas of ecological assessment, behavioral-ecological assessment, and behavioral-ecological programing is also reviewed. Some theoretical considerations for an ecological assessment model are discussed, including delineating the primary environments in which the child operates, and determining where there is a "poor fit" between child and environment which has led to the referral. An extended example is used to illustrate the ecological-behavioral assessment of adolescents, using an assessment model that is divided into five major phases: referral, expectations of the child's behavior, behavioral descriptions, summary of data, and establishment of reasonable expectations. (DLS)

0227 **ED 180 221**
Do, Dinh Tuan And Others
Biology: A Vietnamese Supplement. A High-School Bilingual Handbook for the Vietnamese Student. Indochinese High-School Supplements.
Title VII Midwest Resource Center, Arlington Heights, Ill.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—76
Note--131p.
Language—Vietnamese
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Academic Education, Bilingual Education, *Biological Sciences, *Biology, *English (Second Language), *Indochinese, Science Curriculum, Science Materials, Secondary Education, Secondary School Science, Study Guides, *Supplementary Reading Materials, *Textbooks, Units of Study, *Vietnamese
Identifiers—Bilingual Education Act 1968, Elementary Secondary Education Act Title VII

This handbook in biology is one of a series of handbooks designed for the Indochinese student in American high schools. Like the other books in the series, it is not intended to replace the English-language textbook, but is designed to help the student understand the textbook. The material presented was compiled and adapted from high school texts so that the terms and concepts would be applicable to standard secondary textbooks. The handbook is composed of two parts: (1) basic concepts; and (2) a glossary of technical terms. The first part contains brief "lessons" pertaining to the subject area and provides key concepts in summary form. Preceding the Vietnamese lessoms is an outline in English which is meant to serve as a content guide for the teacher. (Author/AMH)

0228 **ED 180 222**
Do, Dinh Tuan And Others
U.S. History: A Vietnamese Supplement. A High-School Bilingual Handbook for the Vietnamese Student. Indochinese High-School Supplements.
Title VII Midwest Resource Center, Arlington Heights, Ill.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Jan 77
Note--111p.
Language—Vietnamese
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Academic Education, *American History, Bilingual Education, *English (Second Language), History Instruction, *Indochinese, Secondary Education, Study Guides, *Supplementary Reading Materials, *Textbooks, *United States History, *Vietnamese, Vocabulary
Identifiers—Bilingual Education Act 1968, Elementary Secondary Education Act Title VII

This handbook in United States history is one of a series of handbooks designed for the Indochinese student in American high schools. Like the other books in the series, it is not intended to replace the English-language textbook, but is designed to help the student understand the textbook. The material presented was compiled and adapted from high school texts so that the terms and concepts would be applicable to standard secondary textbooks. The handbook is composed of two parts: (1) basic concepts; and (2) a glossary of technical terms. The first part contains brief "lessons" pertaining to the subject area and provides key concepts in summary form. Preceding the Vietnamese lessons is an outline in English which is meant to serve as a content guide for the teacher. (Author/AMH)

0229 **ED 180 223**
Do, Dinh Tuan And Others
Physics: A Vietnamese Supplement. A High-School Bilingual Handbook for the Vietnamese Student. Indochinese High-School Supplements.
Title VII Midwest Resource Center, Arlington Heights, Ill.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Sep 76
Note--133p.
Language—Vietnamese
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Academic Education, Bilingual Education, *English (Second Language), *Indochinese, Physical Sciences, *Physics, Science Curriculum, *Science Instruction, Science Materials, Scientific Concepts, Secondary Education, Secondary School Science, Study Guides, *Supplementary Reading Materials, *Textbooks, Units of Study, *Vietnamese, Vocabulary
Identifiers—Bilingual Education Act 1968, Elementary Secondary Education Act Title VII

This handbook in physics is one of a series of handbooks designed for the Indochinese student in American high schools. Like the other books in the series, it is not intended to replace the English-language textbook, but is designed to help the student understand the textbook. The material presented was compiled and adapted from high school texts so that the terms and concepts would be applicable to standard secondary textbooks. The handbook is composed of two parts: (1) basic concepts; and (2) a glossary of technical terms. The first part contains brief "lessons" pertaining to the subject area and provides key concepts in summary form. Preceding the Vietnamese lessons is an outline in English which is meant to serve as a content guide for the teacher. (Author/AMH)

0230 ED 180 224

Do, Dinh Tuan And Others

Mathematics: A Vietnamese Supplement. A High School Bilingual Handbook for the Vietnamese Student. Indochinese High-School Supplements.

Title VII Midwest Resource Center, Arlington Heights, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Note--146p.

Language—Vietnamese; English

Pub Type— Guides - Classroom - Learner (051)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Academic Education, Bilingual Education, English (Second Language), *Geometric Concepts, *Geometry, *Indochinese, *Mathematical Vocabulary, *Mathematics, Secondary Education, *Secondary School Mathematics, Study Guides, Supplementary Reading Materials, Textbooks, *Vietnamese

Identifiers—Bilingual Education Act 1968, Elementary Secondary Education Act Title VII

This handbook in mathematics is one of a series of handbooks designed for the Indochinese student in American high schools. Like the other books in the series, it is not intended to replace the English-language textbook, but it is designed to help the student understand the textbook. The material presented was compiled and adapted from high school texts so that the terms and concepts would be applicable to standard secondary textbooks. The handbook is composed of two parts: (1) geometry postulates and theorems in both Vietnamese and English; and (2) a glossary of technical terms. (Author/AMH)

0231 ED 180 472

Torres, Rita, Comp. And Others

Multicultural/Multilingual Resources: A Vendor Directory.

California Ethnic Services Task Force, Santa Barbara.

Pub Date—79

Note--233p.; For related documents, see IR 007 925-926, IR 007 935, and IR 007 937

Pub Type— Reference Materials - Directories/Catalogs (132) — Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—American Indians, Asian Americans, Blacks, *Comparative Analysis, Directories, *Ethnic Groups, *Library Acquisition, *Library Materials, Mexican Americans, Public Libraries, *Publishing Industry, *Resource Materials, Spanish Speaking, Surveys, Vietnamese People

This directory of library materials vendors is designed for use by medium-sized public libraries to assist librarians in developing collections for the multicultural, multililgual cmmunities which they serve, and includes information on vendor profile, pre-order services provided, and customer satisfaction. The directory concentrates on four major groups in California: Asian American–of Chinese, Japanese, Korean, Pilipino and Vietnamese descent; Black; Chicano/Spanish-speaking; and Native American. An ethnic vendor is anyone who supplies materials about the history and culture in English or in the languages of the particular group or groups, whether exclusively or as part of his stock. A machine-readable questionnaire and letter were sent to 430 vendors and 100 libraries and library systems throughout California. The 140 vendor and 23 library responses were tabulated for a print-out including 61 comparative data responses (self-evaluation by the vendor plus at least one library evaluation); 79 vendor-only responses; and 41 vendors evaluated by at least one library. A subject index provides vendor names as sources of: (1) generalized Asian American materials in English; (2) materials in the Chinese, Japanese, Korean, Pilipino, and Vietnamese languages; (3) Black materials; (4) Chicano/Spanish language materials; and (5) Native American materials. (Author/CWM)

0232 ED 180 866

Course of Study: Afro-American History. Grades 11 and 12. Revised.

Pittsburgh School District, Pa.

Pub Date—Jun 77

Note--237p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*African History, *American History, Black Culture, *Black History, Black Leadership, Black Power, Civil Rights, Civil War (United States), Colonial History (United States), Grade 11, Grade 12, History Instruction, Reconstruction Era, Revolutionary War (United States), Secondary Education, Slavery, Teaching Guides, *United States History

Secondary level units, written in outline form, present the historical influence and significance of blacks in American history. Information is arranged into two major parts: Part one offers a chronological approach to black history; Part two presents a topical approach. Part one includes 14 units. Units I, II, and III discuss a rationale for a course in Afro-American history, African backgrounds, and the slave trade. Unit IV focuses on slavery in colonial America and black participation in the American Revolution. Units V through VIII trace the role of the black through Reconstruction. Topics include the slavery system, slave revolts and insurrections, the Abolition Movement, and the Civil War. Unit IX discusses the role of the Negro in western expansion and industrial growth. Unit X traces the rise of Jim Crowism, the Booker T. Washington philosophy, and opposition to that philosophy by W.E.B. DuBois. Units XI through XIV concern the black in the 20th century. Topics deal with the black renaissance of the twenties, the depression years, the New Deal, blacks in World War II, the contemporary black revolution, and the 1970s. Part two presents ten topical units which include Life Under Slavery, Negro Participation in American Wars, Reconstruction and Segregation, The Negro's Quest for Freedom, The Negro's Role in the Growth and Expansion of American Society, Development of Black Awareness, and the Report of the National Advisory Commission on Civil Disorders. Student activities are included with each unit. Objectives and a list of relevant textbooks are provided. (KC)

0233 ED 180 944

Washburn, David E.

Multicultural Education Programs, Ethnic Studies Curricula, and Ethnic Studies Materials in the United States Public Schools.

Pub Date—74

Note--40p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cultural Pluralism, *Curriculum, Elementary Secondary Education, *Ethnic Studies, *Instructional Materials, Instructional Programs, *Multicultural Education, *Public Schools, *School Districts, Sociocultural Patterns, Surveys

A survey querying 715 school districts in the United States with regard to the presence and the extent of their multicultural education curricula and instructional activities reveals that 72.5 percent of the respondent districts have introduced ethnic studies curricula into their elementary or secondary school programs. Included in the research report are percentage breakdowns of the ethnic composition of both the school children and the teachers and educational administrators who participated in the survey, as well as an investigation of the specific curricula content of the ethnic studies programs. Much information is presented in tabular form. (LH)

0234 ED 181 033

Maraschiello, Richard

Longitudinal Analysis of Follow Through Participants, 1968-69 through 1977-78. Report Number 7971.

Philadelphia School District, Pa. Office of Research and Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 79

Note--70p.

Pub Type— Reports - Research (143) — Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Achievement Gains, Attendance, *Compensatory Education, Early Experience, Elementary School Mathematics, Elementary Secondary Education, *Longitudinal Studies, Models, *Preschool Education, *Program Effectiveness, Reading Achievement, Research Reports, *Teaching Methods

Identifiers—Pennsylvania (Philadelphia), *Philadelphia School District PA, *Project Follow Through

A longitudinal analysis was conducted of school performance by children enrolled in kindergarten between 1968 and 1978. The total Follow Through Program was studied, as well as each of the seven teaching models, focusing on achievement, school experience type, absence, and prekindergarten data. A base-year and a later year were identified for each comparison. The percentages of children remaining at or above the 50th percentile, nationally, in reading and mathematics achievement were compared for Follow Through versus the non-Follow Through comparison group. Data indicated that only the Educational Development Center Model had a consistent positive, long-term effect on children's post-program achievement (grades 4-9). Two models appeared to have a positive effect on children's achievement during program years: the Behavior Analysis Model and the Philadelphia Process Model. The Follow Through Program, studied as a single unit, appeared to have a positive effect on mathematics achievement during both program and post-program years. Prekindergarten experience or low absence rate appeared to have a long-term positive effect on mathematics achievement participating in four of the seven models. (Author/GDC)

0235 ED 181 066

1977-78 Evaluation Findings. Publication Number: 77.59.

Austin Independent School District, Tex. Office of Research and Evaluation.

Pub Date—Jul 78

Note--332p.

Pub Type— Reference Materials - Bibliographies (131) — Reports - General (140)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—*Academic Achievement, Annotated Bibliographies, Annual Reports, Basic Skills, Bilingual Education, Compensatory Education, *Educational Assessment, Elementary Secondary Education, Extracurricular Activities, *Federal Programs, Low Income Groups, Migrant Education, Minimum Competency Testing, Parenthood Education, Parent Participation, *Program Evaluation, *Research Projects, *School Districts, Special Education, Vocational Education

Identifiers—*Austin School District TX, Elementary Secondary Education Act Title I, Elementary Secondary Education Act Title VII, Emergency School Aid Act 1972, Texas (Austin)

Summaries are presented of all research and evaluation work conducted by the Austin Independent School District during the 1977-78 school year. Summaries are divided into the following areas: 1978 at a glance; district priorities; basic skills achievement; systemwide achievement profiles; low socioeconomic status (SES) achievement; professional personnel evaluation; minimum competency; local/state bilingual; Elementary Secondary Education Act (ESEA) Title I; ESEA Title I migrant; ESEA Title VII bilingual; state compensatory education; Emergency School Aid Act (ESAA) basic; ESAA pilot; education for parenthood pilot; Project Parental Involvement, Academic Achievement, Vocational Programming, and Extra-Curricular Opportunities (PAVE); ad-hoc studies; and occasional papers, on such topics as minimum competency requirements, teacher competency testing, time use in schools, data processing systems for testing programs, and communication skills. (MH)

0236 ED 181 118
Carin, Arthur A.
E.S.E.A. Title VII-Multilingual Programs (S.U.B.E., AVANTI, HABILE), Final Report, 1977-78.
Community School District 32, Brooklyn, N.Y.
Pub Date—78
Note--89p.; Not available in paper copy due to reproduction quality of original document
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Achievement, *Bilingual Education, Elementary Schools, Elementary Secondary Education, *French, *Haitian Creole, *Italian, Junior High Schools, Mathematics, *Multicultural Education, Parent Participation, Program Evaluation, Reading, *Spanish, Staff Development, Teacher Role
Identifiers—Bilingual Education Act 1968, *New York (Brooklyn)

This evaluation covers the Spanish, Italian, and Haitian bilingual components funded through Title VII in Brooklyn, New York's Community School District 32. The three programs discussed are: (1) S.U.B.E. (Success under Spanish Bilingual Education), for grades K-6; (2) AVANTI (an approach to Italian bilingual education), for grades 1-9; and (3) HABILE (Haitian Bilingual Education), comprising both Creole and French as well as English for grades 1-8. Each program is described in terms of objectives, implementation, staffing, student participation, staff development, parent involvement, school and community activities, and evaluation procedures. Student achievement data, in the form of pre/post program test scores in reading and mathematics, are presented. It is recommended that all three programs be continued, although criticism and suggestions for improvement are noted. Consultants' resumes, evaluation forms, and observation guides are appended to the report. (GC)

0237 ED 181 121
Cerwenka, Edward J. Cerwenka, S. B.
Final Evaluation Report for the Rafael Cordero Bilingual School (At J.H.S. 45), 1977-1978, Funded Under an ESEA Title VII Grant.
Community School District 4, New York, N.Y.
Pub Date—1 Dec 78
Grant—G007503636
Note--59p.; Not available in paper copy due to reproduction quality of original document
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Academic Achievement, *Bilingual Education, Junior High Schools, Mathematics, Multicultural Education, *Program Evaluation, Reading Programs, *Spanish Speaking, *Staff Development, Student Attitudes, Teacher Attitudes
Identifiers—*Bilingual Education Act 1968, *New York (New York)

This evaluation focuses primarily on student achievement in a Title VII bilingual/bicultural education program at Junior High School 45 in New York City's East Harlem. The program, which served approximately 325 predominantly Hispanic students in 1977-78, is described in terms of its instructional components, student grouping, evaluation procedures, and staffing. Data are presented on student achievement in English reading, Spanish reading, mathematics performance in both languages for English and Spanish dominant students, and student attitudes (achievement motivation). In addition, a staff development component of the Title VII program is described and teachers' opinions presented. It is concluded that: (1) the seventh grade English dominant group failed to achieve all of its four performance objectives; (2) the seventh grade Spanish dominant group demonstrated a mixed pattern of achievement; (3) eighth grade English dominant students, as a group, achieved their performance objectives for all areas except math in English; (4) the eighth grade Spanish dominant group achieved all of its four objectives; and (5) though staff attitudes toward the program are generally positive, there is still a need for improving training in the areas of management skills and teacher attitudes. Appended to the report are copies of instruments used in the evaluation. (GC)

0238 ED 181 122
Final Evaluation Report, School Year 1977/78. Part I: ESEA Title I. Part II: Impact Aid Programs.
Community School District 7, Bronx, N.Y.
Pub Date—78
Note--196p.; Not available in paper copy due to reproduction quality of original document ; Prepared through the Office of Funded Programs
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Basic Skills, Bilingual Education, *Compensatory Education, Elementary Secondary Education, *Minority Groups, *Program Evaluation
Identifiers—*Elementary Secondary Education Act Title I, *Impact Aid Programs, New York (New York)

This report determines the congruence between the designs of the ESEA Title I and Impact Aid Programs and the actual implemented products, and also assesses the worth of these programs in terms of their outcomes. The aims and purposes of programs relating to the strengthening of verbal (including bilingual) and mathematical skills among elementary and junior high school students are discussed; observed programs are described; and evaluations are presented. Recommendations are included for each area and the report is buttressed by pretest and posttest scores which aid in evaluating the effectiveness of the programs. Tables are included. (WP)

0239 ED 181 123
Fox, Louise W. And Others
Bilingual-Bicultural Program, District 2, 1977-78. Final Report, Title VII.
Community School District 2, New York, N.Y.
Pub Date—78
Grant—G007604682
Note--42p.; Funded by ESEA Title VII Grant
Pub Type— Reports - Descriptive (141) -- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Asian Americans, *Bilingual Education, Bilingual Students, Bilingual Teachers, *Chinese Americans, Elementary Education, *Multicultural Education, *Spanish Speaking
Identifiers—*Bilingual Education Act 1968, *New York (New York)

This report evaluates the bilingual-bicultural program in a New York City School District where more than half the 20,000 school children are of Asian (mostly Chinese-American) or Hispanic background. The goal of the program was to provide for the linguistic and academic needs of these children and to capitalize on their native language proficiency while competency was developed in English. The following factors are analyzed: instructional activities, staff development, community and parent involvement, curriculum development, and resource centers. The involvement and attitudes of teachers in the program are reviewed, with special attention to the usefulness of college courses relating to bilingual education; and a report by an outside observer on the effectiveness of the program is included. The evaluation design and methodology are described. Tables are presented and summarized along with the conclusions reached by the evaluators on the effectiveness of the program. (WP)

0240 ED 181 124
Sanchez, Lillian L.
Final Evaluation Report, 1977-78, Title VII ESEA-Bilingual School Complex.
Community School District 8, Bronx, N.Y.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.
Pub Date—78
Grant—G007503697
Note--72p.; Not available in paper copy due to reproduction quality of original document; Pre and Post Test Data Report and principals' statements reviewing the evaluation have been deleted due to reproducibility factors
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Bilingual Education, *Bilingual Schools, *Bilingual Students, Elementary Education, Multicultural Education, Program Descriptions, *Program Evaluation, Spanish Speaking
Identifiers—*Bilingual Education Act 1968, *New York (New York)

This report evaluates the bilingual programs at six public schools in New York City whose basic goal was the development and maintenance of proficiency in two languages, Spanish and English, in a multicultural setting. The evaluation procedure entailed interviews with supervisors, teachers, and parents as well as testing, visits to classes, and examination of training and instructional materials. The report includes detailed observations of each of the six schools with special attention to the curriculum tools used in each locale. It concludes with an evaluation of the program and recommendations for its more effective implementation. Tables of pretest and posttest data are provided. (WP)

0241 ED 181 125
Fox, Louise W. And Others
Final Report, ESEA Title VII, Program for Achievements in Chinese, English and Spanish (PACES), 1977-78.
Community School District 2, New York, N.Y.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.
Pub Date—78
Grant—G007700415
Note--39p.; Not available in paper copy due to reproduction quality of original document
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Bilingual Education, Bilingual Students, Bilingual Teachers, *Chinese, English (Second Language), Junior High Schools, *Multicultural Education, *Non English Speaking, Program Evaluation, *Spanish Speaking, Teacher Education
Identifiers—*Bilingual Education Act 1968, New York (New York)

This report reviews the bilingual program of a New York City school district (with large concentrations of students of Chinese and Hispanic backgrounds) whose goals were the training of bilingual personnel, the development of a bilingual-bicultural curriculum, and the development of a bilingual resource center. Discussed are: the implementation of the program and evaluation plans; teacher attitudes on college training in bilingual education; and an observer report on the effectiveness of the district's bilingual program and data on instructional objectives. Conclusions and recommendations are included. (WP)

0242 ED 181 139
Gibson, Jessie M.
Affective Parent Education in Philadelphia.
Philadelphia School District, Pa.
Pub Date—78
Note--15p.; Not available in paper copy due to reproduction quality of original document
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Academic Achievement, *Black Culture, *Blacks, *Family Environment, Parent Attitudes, *Parent Education, Parenthood Education, *Parent Influence
Identifiers—Affective Education Program, Elementary Secondary Education Act Title I, Pennsylvania (Philadelphia)

It is apparent that the family, and the parents in particular, are powerful influences on the child's learning, even before the child reaches school. The home is the place where children learn first, and the extent to which they learn later in life is determined greatly by what goes on at home. The Affective Education Program, a Title I funded program, developed the parenting aspect of the program with the black parent and child in mind. Some of the special concerns one should be attentive to when working with the black community include: (1) priorities are different–maintenance and survival are primary concerns; (2) there is a general distrust and suspicion of institutions and the people who run them; (3) there is a need for parents to share valuable insights learned through generations of living in oppression, but there also is a need to be open and flexible to new ideas in order to help the child adjust to present realities; (4) the constant bombardment of negative stimuli from a hostile society produces low expectations at school and home; (5) there is an ambiance of physical danger in the black community and educators should be aware of its effects on the parent-child relationship; (6) the incidence of teenage pregnancy is high and there should be some preparation for, and some awareness raised about, the role of parents. (Author/RLV)

0243 **ED 181 156**

Williams, Georgia

School Resegregation: Residential and School Process Study. A Collaborative Leadership Planning/Training Project, Third Year: 1978-79. Final Report.

Berkeley Unified School District, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Educational Equity Group. Desegregation Studies Div.

Pub Date—Aug 79

Contract—400-76-0104

Note--302p.; Not available in paper copy due to reproduction quality of original document; For a related document see UD 020 052

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Annotated Bibliographies, *Community Involvement, Court Litigation, Educational Legislation, Program Descriptions, Racial Segregation, Residential Patterns, *School Community Relationship, *School Desegregation, *School Resegregation, Staff Role

Identifiers—*California (Berkeley), Collaborative Dialog for Change in Desegregation

This report summarizes the work undertaken by the Berkeley Unified School District's (BUSD) project to define a collaborative leadership planning/-training model to combat school resegregation. In 1972, four years after full desegregation, the BUSD experienced a marked shift in the school population and its distribution. In 1976, the BUSD committed itself to cooperative action between school officials and municipal decision-makers to resist apparent resegregation trends. The first years of the three-year federally funded study witnessed the definition of the problem and the development of a collaborative hypothesis. During the second year attention was focused on the inside factors which tend to cause resegregation, such as the flight of white students to private schools, segregation of students within schools, staff ethnic patterns and staff age. Also examined were factors outside schools which could cause resegregation, such as housing patterns, employment realities, court decisions and legislation. The Collaborative Dialog for Change in Desegregation (CDCD) was developed in the project's third year. The basic assumption of CDCD was that a continuing, guided, collaborative action between schools and city decision-makers would ameliorate or avoid a natural tendency toward school resegregation. It specified the strategies and resources to be mobilized in counteracting the resegregation trend. Appended to this report are an annotated bibliography of recent literature on desegregation and resegregation, summaries of relevant court cases and legislation, and a listing of technical assistance resources. (RLV)

0244 **ED 181 661**

In Retrospect 1978-79: Special Education Research.

Dallas Independent School District, Tex. Dept. of Research and Evaluation.

Pub Date—Oct 79

Note--130p.

Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Career Education, Data Collection, Demography, Elementary Secondary Education, *Handicapped Children, Infants, Intervention, Program Development, *Program Evaluation, Recordkeeping, Severe Disabilities

Identifiers—Child Find, *Final Reports, Texas (Dallas)

The volume is a composite of final reports written for nine special education research and evaluation studies conducted by the Dallas (Texas) Independent School District during the 1978-79 school year. Each report includes three components: an executive summary of research or evaluation questions and responses; an abstract with information on program objectives, sampling, design, and outcomes; and "googles," brief notes on critical aspects of the study. Three program studies are covered: formation of a special education data base of demographic information, a context evaluation of the implementation and operation of the special education program, and an evaluation of Child Find services. Six special projects are included: three on KIDS (Kindling Individual Development Systems), an early intervention program for developmentally delayed and physically handicapped children 0 to 5 years old; a project for severely/profoundly handicapped students; a structured environment approach with the emotionally disturbed; and the Multiple Careers Magnet and Assessment Centers program which provided career training for mildly handicapped secondary students. (CL)

0245 **ED 182 215**

The Ethnic History of South Carolina. American History, South Carolina History. Grade 8.

Charleston County School District, North Charleston, S.C. Div. of Instruction.

Spons Agency—Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.

Pub Date—75

Note--306p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—American Indians, Blacks, Essays, *Ethnic Studies, *Fused Curriculum, Grade 8, Jews, Models, Secondary Education, *State History, Teacher Developed Materials, Teaching Guides, *United States History

Identifiers—*Ethnic Heritage Studies Program, South Carolina

This guide for eighth grade teachers was the product of a Title IX ethnic studies project. The guide was designed to supplement the regular South Carolina state history textbooks and place in a more positive frame of reference the ethnic contributions that specific ethnic groups have made to South Carolina history. Written by teachers, the guide is a model of the fusion of U.S. history and South Carolina state history. It contains 18 historical essays. Presented in chronological order, each essay contains a description of the national scene followed by a description of events as they happened in South Carolina during the same period. Ethnic contributions of Black Americans, French Americans, German Americans, Greek Americans, Scotch-Irish Americans, Jewish Americans, and American Indians are presented in each essay when appropriate. Biographical sketches are interspersed throughout the work. At the end of each essay or chapter, numerous activities are listed for students with a wide range of abilities. Students make models of a plantation, write poems, role play, participate in ethnic dances, debate topics, prepare ethnic food, write biographical sketches, and do library research. Also provided at the end of each essay are student and teacher bibliographies. (Author/RM)

0246 **ED 182 372**

Truesdell, Lee Ann

Funded Programs and Comprehensive Planning.

New York City Board of Education, Brooklyn, N.Y. Div. of Funded Programs.

Pub Date—May 79

Note--96p.; Not available in paper copy due to reproduction quality of original document

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Administrator Role, *Cooperative Programs, *Coordination, *Educational Cooperation, Elementary Secondary Education, Federal Aid, Program Administration, School Districts, *School Organization, *Special Programs, Teacher Education

Identifiers—Elementary Secondary Education Act Title I, *New York (New York)

Students participating in special programs funded under Title I of the Elementary and Secondary Education Act may experience a fragmented and disjointed instructional program. Case studies of ten schools in New York City were conducted to identify the ways in which special programs were coordinated with classroom instruction. Summaries of the case study data include information on instructional goals, school organization, special programs, coordination of instruction in the schools, staff training, district coordination of instruction, parent advisory councils, and concerns about special programs stated by district and school personnel. Factors which influence program coordination at the district and school levels are also discussed. Constraints on instructional coordination, particularly those related to school organization, are examined. Recommendations for change at the Federal, State, district, and school levels are made. (RLV)

0247 **ED 182 377**

Cohen, Mary Shapiro, Richard

Report of the High School Articulation Project.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date—Sep 79

Note--65p.; Not available in paper copy due to reproduction quality of original document

Pub Type— Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Articulation (Education), Bureaucracy, *Educational Counseling, Feeder Patterns, High Schools, *Institutional Cooperation, Junior High Schools, *Program Evaluation, Racial Relations, Student Promotion

Identifiers—*New York (New York)

The administrative process related to the transition of students from intermediate or junior high school is called articulation. Articulation has several stages: identifying student interests, needs and abilities; getting information to students and parents; helping students apply to the school of their choice; informing students and parents of rejections and acceptances; checking and forwarding student records; and designing students' individual programs for the first term of high school. The primary objectives of this study of articulation in the New York City Public Schools are: (1) to identify articulation strengths and problems; and (2) to make recommendations for improving the articulation process. A major finding of this study is that many parents, students and staff are dissatisfied with articulation practices. Many feel that the process is poorly managed and unnecessarily complex. It is felt that some problems of articulation stem from racial tensions and others from the immense size of the school system and its rigid bureaucratic structure. Data analysis identified specific elements of articulation that need improvement and highlighted those features of the school system that impede the articulation process. (RLV)

0248 **ED 182 386**

Benedict, Annette

Title VII Bilingual-Bicultural Program, Final Evaluation Report, 1977-1978.

Community School District 23, Brooklyn, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Grant—G007604886

Note--31p.; Not available in paper copy due to reproduction quality of original document

Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Bilingual Education, Bilingual Students, Bilingual Teachers, Elementary Education, English (Second Language), Inservice Teacher Education, Multicultural Education, Non English Speaking, Parent School Relationship, *Program Descriptions, *Program Evaluation, *Spanish Speaking

Identifiers—*Bilingual Education Act 1968, *New York (New York)

After reviewing recent legal decisions on bilingual education, this report describes the goals and requirements of a bilingual program in a New York City community school district with a large number of Spanish speaking pupils, and the methods by which these goals were to be attained. The training and responsibilities of staff are discussed, with particular attention to the participation of bilingual teachers in inservice workshops. The program is evaluated and the extent to which its objectives were fulfilled is discussed. Areas evaluated include student growth in verbal and mathematical skills and cultural history, cross-cultural activities for students, parent-school rapport, and the development of a multi-media laboratory. Tables are included. (Author/WP)

0249 ED 182 388
Bozza, Leonard Pollack, Eileen
A Survey of the Occupational Education Delivery System in the Borough of the Bronx, New York City, Region 2.
New York City Board of Education, Brooklyn, N.Y. Center for Career and Occupational Education.
Pub Date—May 79
Note--46p.; Not available in paper copy due to reproduction quality of original document; For related documents see UD 020 137-141
Pub Type— Reports - Descriptive (141) — Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Demography, *Employment Opportunities, Minority Groups, *Program Descriptions, Secondary Education, *Vocational Education, *Vocational High Schools
Identifiers—*New York (Bronx)

This report examines occupational education in a New York City Borough with the purpose of providing an informational base for effective planning in this area. The study reviews population trends in the Bronx in general and in its high school population in particular. The types of occupational education available in the high schools of the Borough are delineated. Employment opportunities are also examined with specific reference to the availability and student use of matching training programs in the high schools. Included are tables indicating ethnic distribution of the population and student enrollments in different types of occupational education programs. (Author/WP)

0250 ED 182 389
Bozza, Leonard Pollack, Eileen
A Survey of the Occupational Education Delivery System in the Borough of Manhattan, New York City, Region 2.
New York City Board of Education, Brooklyn, N.Y. Center for Career and Occupational Education.
Pub Date—May 79
Note--46p.; Not available in paper copy due to reproduction quality of original document; For related documents see UD 020 137-141
Pub Type— Reports - Descriptive (141) — Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Demography, *Employment Opportunities, Minority Groups, *Program Descriptions, Secondary Education, *Vocational Education, *Vocational Schools
Identifiers—*New York (Manhattan)

This survey of occupational education delivery services in Manhattan represents an initial step in the development of a borough-wide plan. The study provides a basis for assessing the potential training resources within the present school structure, as well as a detailed outline of the present scope of services. Elements which have been included in this study include: a review of population trends in the entire Borough and in the high school population in particular for the period 1976 to present; population flow (migration and out-migration); special geographic features; transportation facilities; labor market information specific to the borough; and assessments of the scope and nature of local business. A detailed analysis of present facility and training resources is provided. (Author/RLV)

0251 ED 182 390
Bozza, Leonard Pollack, Eileen
A Survey of the Occupational Education Delivery System in the Borough of Brooklyn, New York City, Region 2.
New York City Board of Education, Brooklyn, N.Y. Center for Career and Occupational Education.
Pub Date—May 79
Note--65p.; Not available in paper copy due to reproduction quality of original document; For related documents see UD 020 137-141
Pub Type— Reports - Descriptive (141) — Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Demography, *Employment Opportunities, Minority Groups, *Program Descriptions, Secondary Education, *Vocational Education, *Vocational Schools
Identifiers—*New York (Brooklyn)

This report examines occupational education in a New York City Borough with the purpose of providing an informational base for effective planning in this area. The study reviews population trends in Brooklyn in general and in its high school population in particular. The types of occupational education available in the high schools of the Borough are delineated. Employment opportunities are also examined with specific reference to the availability and student use of matching training programs in the high schools. Included are tables indicating ethnic distribution of the population and student enrollments in different types of occupational education programs. (Author/WP)

0252 ED 182 391
Bozza, Leonard Pollack, Eileen
A Survey of the Occupational Education Delivery System in the Borough of Richmond, New York City, Region 2.
New York City Board of Education, Brooklyn, N.Y. Center for Career and Occupational Education.
Pub Date—May 79
Note--33p.; Not available in paper copy due to reproduction quality of original document; For related documents see UD 020 137-140
Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Demography, *Employment Opportunities, Minority Groups, *Program Descriptions, Secondary Education, *Vocational Education, *Vocational High Schools
Identifiers—*New York (Staten Island)

This report analyzes occupational education in a New York City Borough with the purpose of providing an informational base for effective planning in this area. After reviewing population trends in the Borough of Richmond in general, and high school population in particular, the study describes the variety of occupational education programs available in the high schools of that borough. Employment opportunities are also analyzed with particular reference to the availability and student use of matching training programs in the schools. Included are tables delineating ethnic distribution of the population and student enrollments in different types of occupational education programs. (Author/WP)

0253 ED 182 393
An Evaluation of the ESEA Title I and Impact Aid Programs, Community School District 27, New York City Board of Education, 1977-1978. Final Report.
Community School District 27, Queens, N.Y.
Pub Date—Jul 78
Note--178p.; Not available in paper copy due to light print
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Bilingual Education, *Compensatory Education, Elementary Education, *Mathematics Instruction, Parent Participation, Parent School Relationship, Private Schools, *Reading Programs
Identifiers—*Elementary Secondary Education Act Title I, *New York (Queens), Private School Relationship

This report evaluates the Title I and Impact Aid Programs in a Queens, New York, school district. The following activities, conducted in elementary and junior high schools, are analyzed: reading resource centers, an oral communication laboratory program, a non-public school component, bilingual and mathematics resource centers, and the optional assignment remediation program. Each activity is described in terms of its organization, objectives, implementation, and effectiveness. Where available, pre- and post-test scores are provided. In addition, the evaluation procedure is discussed, especially in relation to parent involvement in a program developed to increase skills of parents in evaluating Federally funded programs. (WP)

0254 ED 182 412
Snowden, Petra Elizabeth
Urban Education: The Relationship Between Schools and the Urban Milieu.
Pub Date—80
Note--16p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Board of Education Role, Curriculum Problems, Elementary Secondary Education, Financial Needs, Minority Groups, *Policy Formation, Poverty, *Public Schools, Relevance (Education), School Community Relationship, *School Districts, Urban Environment, *Urban Planning, *Urban Population, *Urban Problems, *Urban Schools

Changes in the metropolitan environment and its population, and the inability of public school systems to respond to these changes, are discussed in this paper. The author states that public school systems are closed systems which are inflexible and resistant to change, and are therefore unable to meet the challenges posed by the massive changes that have taken place in urban areas. Recommendations are made for restructuring the city school system as part of a total urban planning strategy; for reconstructing educational bureaucracies into open systems responsive to metropolitan dynamics; and for the design of new curriculum models that meet the present needs of urban students. (Author/WP)

0255 ED 182 416
Project CASE. Career Aspiration and Self Congruence in the Education of Puerto Rican Youth. Meeting the Vocational Education Needs of Special Populations.
Hartford Public Schools, Conn.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
Pub Date—[76]
Note--148p.; Not available in paper copy due to light and broken type
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Achievement, *Bilingual Students, *Career Awareness, Career Choice, Career Exploration, Curriculum Development, Intermediate Grades, Junior High Schools, *Occupational Aspiration, *Program Effectiveness, *Puerto Ricans, *Self Congruence
Identifiers—Connecticut (Hartford)

A study was conducted to assess the career aspiration and self-congruence of Puerto Rican Youth, as well as to develop a pilot curriculum designed to increase these students' awareness of the world of work. A pre-post control group design was used. All students involved in the research were seventh- and eighth-graders in the Bilingual Cluster at Quirk Middle School of Hartford Public Schools (Connecticut). None of the students had previously been exposed to a career awareness/exploration program. The experimental students were exposed to three career-related and career-infused lessons per day for a six-week period while the control group students were not. There were fifty-two students in the experimental group and thirty-seven in the control group. The Pier-Harris Test and the Comprehensive Career Assessment Scale were administered to all students in the classrooms by their teacher. Although mean scores were higher in the experimental group than in the control group, they were not significantly higher. It was suggested that had the program been used for an entire school year the increases might have reached a level of significance. Although the results were not significant, the students' scores in the academic areas improved as a result of this program. (A major portion of this document contains appended materials, among which is a copy of the program curriculum.) (BM)

0256 ED 182 730
Special Education TV Reading Program. Final Report.
District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.
Pub Date—79
Note--53p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Audiovisual Instruction, Elementary Secondary Education, *Mainstreaming, *Program Evaluation, Reading Achievement, Reading Instruction, *Reading Programs, Reading Skills, *Special Education, Student Attitudes, Teaching Methods, *Television, Television Viewing
Identifiers—Elementary Secondary Education Act Title IV

The District of Columbia Public Schools' Special Education Television Reading Program was a one-year program designed to improve reading skills and achievement through the use of intrinsically motivating materials and activities and to serve as a vehicle for students to move from special environments to the mainstream of regular education. Approximately 200 students in fifth through eighth grade and in eleventh grade in learning centers, special reading classes, and regular education settings were involved in the project. A total of 27 teachers prepared and implemented language arts activities relating to popular television shows. Drawing from a video tape library covering topics such as science, drama, history, and personal awareness, the teachers devised script activities using the vocabulary and dialogue of the actual tapes. The program was evaluated to determine the reading achievement of the students, their attitudes toward reading, the rate at which the students were mainstreamed, and their free reading behaviors. The findings revealed that students in the program showed greater mean gains in reading than they had in previous years, that their attitudes toward reading changed in a positive direction, and that they were mainstreamed at a faster rate during the project year than before. Free reading was inadequately recorded and no changes could be ascertained. (FL)

0257 ED 182 898
Celuzza, Paul W., Ed. Clayton, Shelley Bakst, Ed.
Connections: Parent and Student Guide. A Parent/Student Guide to Special Education Services in the Boston Public Schools.
Boston Public Schools, Mass.; Federation for Children with Special Needs, Boston, Mass.
Pub Date—[79]
Note--62p.
Available from—Boston Public Schools, The Department of Special Services, 26 Court St., 7th Floor, Boston, MA 02108 (Free, postage reimbursement may be required)
Pub Type— Guides - General (050) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Child Advocacy, Due Process, Equal Education, *Handicapped Children, Identification, Individualized Programs, *Parent Participation, Prevocational Education, *Services, *State Legislation, *Student Evaluation, Student Rights, Vocational Education
Identifiers—*Comprehensive Employment and Training Act, *Massachusetts (Boston)

Intended for handicapped students and their parents, the booklet presents a guide to special education services in the Boston, Massachusetts, public schools, focusing on [illegible] 766, a Massachusetts law that guarantee[illegible] child the right to a free and appropriate public education. Section 1 discusses the evaluation process, covering such aspects as the prereferral period, the early childhood screening program, referral, notification of parents, the assessment and planning period, the evaluation team, the evaluation conference, the individualized education plan, quarterly progress reports and annual reviews, parental decision, and the appeals process. Section 2 focuses on parental involvement, covering such aspects as parent and student rights, ways parents can help, advocacy, advocacy groups, parent councils, special needs groups and agencies, and information and referral agencies. Section 3 lists and describes various special programs and services (including prevocational and vocational) for handicapped students in Boston, along with the telephone number of each. (DLS)

0258 ED 183 263
Offenberg, Robert M. And Others
Project PACT (Parents and Children Together): Evaluation of the Second Year, 1978-1979. Report No. 8037.
Philadelphia School District, Pa. Office of Research and Evaluation.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date—Dec 79
Grant—G007700414
Note--19p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Adult Education, Adult Programs, Adults, Educational Programs, Field Trips, *Language Arts, *Parent Education, Parent Influence, *Parent Participation, Parent Workshops, *Program Evaluation, *Spanish Speaking, Summer Programs, *Teaching Skills

This study was designed to evaluate Project PACT (Parents and Children Together), which was developed to complement the existing Let's Be Amigos Model A bilingual program at Potter-Thomas School in Philadelphia, by involving Hispanic parents in the education of their children. The PACT project consists of two major programs: (1) a summer program designed to teach parents how to complement the education their children receive in school, and (2) a school-year program geared to enhancing the basic academic competence of adults of the Potter-Thomas School community. The major activities of the project include teaching parents about school operation and curriculum, offering Spanish and English GED courses and Spanish and English language arts courses, and acquainting parents with the cultural resources of Philadelphia and neighboring cities. Pupil performance on standardized tests and pupil attendance were used to measure the effect of one or two years of participation by parents in the summer program of the project. Children of participant parents had better English and Spanish reading scores than did other pupils in the school, and there was some evidence that parent participation was related to better pupil attendance. Analysis of interviews with parents [illegible]ducted during the summer program revealed a statistically significant gain in their knowledge of ways to help their children in school work. The Spanish language arts class attracted too few participants to meet its enrollment objective, but in general the language arts and GED instruction of the school-year program appeared to have an effect on the participants as many of them earned GED high-school equivalency diplomas. (MP)

0259 ED 183 427
Five-State Multi-Ethnic Training Project, Minneapolis Public Schools, Ethnic Cultural Center. Final Progress Report, July 1, 1976 through June 30, 1977.
Minneapolis Public Schools, Minn.
Spons Agency—Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
Bureau No.—549AH60360
Pub Date—25 Jul 77
Grant—G007603094
Note--152p.; For related documents, see ED 171 594; Not available from EDRS in paper copy due to poor reproducibility throughout original
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Activities, *Cultural Pluralism, *Curriculum Development, *Educational Objectives, Elementary Secondary Education, *Ethnic Studies, Evaluation Methods, Inservice Teacher Education, Pilot Projects, Program Descriptions, Program Effectiveness, Social Studies, Staff Development, Student Projects, Summative Evaluation, Teaching Methods, Training Methods
Identifiers—Ethnic Heritage Studies Program Act, Five State Multi Ethnic Training Project

The document provides an outline and support materials describing a project designed by the Ethnic Cultural Center of the Minneapolis public schools to train classroom teachers to incorporate multi-ethnic concepts into the social studies curriculum. The objective of the report is to update and supplement information contained in earlier interim progress reports. The first section describes project activities from July 1, 1976 to June 30, 1977; compares project activities with projected accomplishments; examines feedback from workshops; describes participation by the advisory council on project activities; and identifies deviations of the project from the proposed program. The remaining sections, which comprise the bulk of the document, contain appendices. These present correspondence relating to project activities, a directory of advisory committee members, sample curriculum materials, evaluation instruments, and position papers. (DB)

0260 ED 183 477
Tipple, Bruce E. Whitehead, Pamela
Minneapolis Multi-Ethnic Curriculum Development Teacher's Guide.
Minneapolis Public Schools, Minn. Dept. of Intergroup Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
Pub Date—75
Note--330p.; For related documents, see SO 012 414-423 and ED 171 594; Not available from EDRS in paper copy due to small print and colored pages of original document
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Acculturation, Cultural Pluralism, *Educational Objectives, *Ethnic Groups, Ethnicity, *Ethnic Studies, Family (Sociological Unit), Immigrants, Individual Power, *Learning Activities, Migration, *Multicultural Education, Political Power, Secondary Education, Social Discrimination, Teaching Guides, *Teaching Methods
Identifiers—Ethnic Heritage Studies Program Act, Minneapolis Multi Ethnic Curriculum Project

The teacher's guide describes learning activities and teaching methods for the Minneapolis Multi-Ethnic Curriculum Project for secondary schools. It is divided into eight sections. Section I lists knowledge generalizations and important concepts for each section. The remaining seven sections are entitled ethnicity, migration, acculturation, ethnic enclaves, family, prejudice and discrimination, and power. Topics include values and behavior, celebrations and ceremonies, various ethnic groups, immigration and emigration, geography, occupations, family trees, United States history, and leadership. Sample activities offer suggestions for researching, making collages, reading, viewing films and filmstrips, analyzing charts and graphs, hypothesizing, role playing, simulation gaming, interviewing, classifying, and taking surveys. Each section offers from nine to 15 activities designed to develop social studies skills, especially those related to multicultural education. Each activity includes an introduction, three to five educational objectives, a detailed list of needed materials, the estimated teaching time (usually from 1 to 3 class periods), and detailed guidelines for teaching methods and follow-up activities. Student worksheets with answer sheets when applicable are included in each section. Other components of the project are presented in SO 012 414-423. (CK)

0261 ED 183 478
Tipple, Bruce E. Whitehead, Pamela
Minneapolis Multi-Ethnic Curriculum Project Overviews: Student Reading Booklets.
Minneapolis Public Schools, Minn. Dept. of Intergroup Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
Pub Date—75
Note--103p.; For related documents, see ED 171 594 and SO 012 414-423 ; Best copy available.
Pub Type— Guides - Classroom - Learner (051)

EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Acculturation, Cultural Pluralism, *Ethnic Groups, Ethnicity, *Ethnic Studies, Immigrants, Individual Power, Migration, *Multicultural Education, Political Power, Secondary Education, Vietnamese
Identifiers—Ethnic Heritage Studies Program Act, Minneapolis Multi Ethnic Curriculum Project

The document presents six 10-20 page student booklets for the Minneapolis Multi-Ethnic Project for secondary schools. Booklet I, "Acculturation," discusses how immigrants became Americanized through education and intermarriage. Booklet II defines and enlarges upon various concepts relating to ethnicity. Booklet III presents background information on the Vietnamese immigration. Booklet IV discusses physical, social, economic, political, and moral/ethical power. Various aspects of migration including emigration and immigration are summarized in Booklet V. The final booklet, "Enclaves," examines ethnic neighborhoods. Each booklet presents clear definitions, is illustrated with drawings or photographs, includes pages asking for thoughtful input by students, and ends with a page encouraging students to hypothesize about the topic. Other components of the project are presented in SO 012 414-423. (CK)

0262 ED 183 479
Skjervold, Christian K. And Others
Minneapolis Multi-Ethnic Curriculum Project-Acculturation Unit.
Minneapolis Public Schools, Minn. Dept. of Intergroup Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
Pub Date—75
Note--44p.; For related documents, see SO 012 414-423
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Acculturation, Arabs, *Case Studies, Dialects, *Ethnic Groups, *Ethnic Studies, *Immigrants, Indochinese, Italian Americans, Jews, Mexican Americans, *Multicultural Education, North Americans, Secondary Education, Vietnamese
Identifiers—Ethnic Heritage Studies Program Act, German Americans, Minneapolis Multi Ethnic Curriculum Project, Scandinavians

The student booklet presents short case studies illustrating the acculturation unit of the Minneapolis Multi-Ethnic Curriculum Project for secondary schools. It is presented in nine chapters. Chapter I provides background information on immigration and points out ways acculturation takes place. Chapter II, "Barrio Boy," tells of life in a Mexican American neighborhood. Chapter III explores "Minnesota Norsk," the language of Norwegians in Minneapolis in the process of becoming Americanized. Chapter IV explains how a Vietnamese refugee family became self-sufficient. Chapter V is an autobiographical account of the life of William Hummel, a German immigrant. The success story of Fouad Sa'id, an Egyptian immigrant who designed a low-cost studio for making movies, is told in Chapter VI. A short biography of Levi Strauss is presented in Chapter VII. Chapter VIII tells of an Italian immigrant boy and his feelings of futility while hunting for a job. The final chapter suggests a learning activity in which the student plays the role of a State Vietnamese Resettlement Committee member and must recommend steps to be taken relating to education, employment, location, housing, and family services for the Vietnamese refugees. (CK)

0263 ED 183 480
Skjervold, Christian K. And Others
Minneapolis Multi-Ethnic Curriculum Project-Ethnicity Unit.
Minneapolis Public Schools, Minn. Dept. of Intergroup Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
Pub Date—75
Note--46p., For related documents, see SO 012 414-423
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—American Indians, *Case Studies, Chinese Americans, Culture, *Ethnic Groups, *Ethnicity, *Ethnic Studies, Food, Italian Americans, Japanese American Culture, Jews, *Multicultural Education, Polish Americans, Religion, Secondary Education
Identifiers—Ethnic Heritage Studies Program Act, Hutterites, Irish Americans, Minneapolis Multi-Ethnic Curriculum Project

The student booklet presents short case studies illustrating the ethnicity unit of the Minneapolis Multi-Ethnic Curriculum Project for secondary schools. Twelve brief chapters describe various aspects of the life, values, behavior, education, culture, and religious ceremonies and feelings of different ethnic groups in the United States. They present stories of individuals in groups such as the Hutterites, Japanese Buddhists, Jews, Irish Americans, suburbanites, Polish Americans, Chinese Americans, American Indians, and Italian Americans. One chapter lists Polish customs throughout the year, another discusses Italian food, still another describes the Tamburitzan, an East European performing folk group. The chapter on American Indians focuses on the language and lists places and states with Indian names. Many of the stories are presented in first person accounts, although some are descriptive. All stress ethnicity. (CK)

0264 ED 183 481
Skjervold, Christian K. And Others
Minneapolis Multi-Ethnic Curriculum Project-Family Unit.
Minneapolis Public Schools, Minn. Dept. of Intergroup Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
Pub Date—75
Note--61p.; For related documents, see SO 012 414-423
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adoption, American Indians, Blacks, *Case Studies, Chinese Americans, *Ethnic Groups, *Ethnic Studies, *Family (Sociological Unit), Family Characteristics, *Family Life, Indochinese, Italian Americans, Japanese Americans, Jews, *Multicultural Education, Puerto Ricans, Secondary Education, Slavery
Identifiers—Armenians, Ethnic Heritage Studies Program Act, Minneapolis Multi Ethnic Curriculum Project, Scandinavians

The student booklet presents short case studies illustrating the family unit of the Minneapolis Multi-Ethnic Curriculum Project for secondary schools. Thirteen brief chapters describe family life and patterns of different ethnic groups in the United States. They present stories of individuals in groups such as Puerto Ricans, Swedish Americans, Jews, Vietnamese refugees, Japanese Americans, Blacks, Italian Americans, Armenian Americans, American Indians, and Chinese Americans. Chapters also describe adoption procedures, the custom of Japanese picture brides, how to do a family tree, and the changing Chinese view of womanhood. A chapter on family patterns presents a chart comparing the characteristics of a traditional family with the characteristics of first and second generation ethnic families in the United States. Many styles of living are described, including single parent families, and families headed by grandparents. Some of the stories are first person accounts, while others are descriptive. (CK)

0265 ED 183 482
Skjervold, Christian K. And Others
Minneapolis Multi-Ethnic Curriculum Project-Power Unit.
Minneapolis Public Schools, Minn. Dept. of Intergroup Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
Pub Date—75
Note--35p.; For related documents, see SO 012 414-423
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—American Indians, Blacks, Community Action, Community Influence, Community Organizations, *Economic Factors, *Ethnic Groups, *Ethnic Studies, *Individual Power, Italian Americans, Jews, Labor Conditions, *Multicultural Education, *Political Power, Secondary Education, Unions
Identifiers—Alinsky (Saul), Chicanos, Ethnic Heritage Studies Program Act, Minneapolis Multi Ethnic Curriculum Project

The student booklet presents short chapters illustrating the power unit of the Minneapolis Multi-Ethnic Curriculum Project for secondary schools. Nine brief chapters describe individuals, organizations, and labor unions and their relationship to power in the United States. Chapter I describes the early history of the International Ladies Garment Workers Union, while Chapter II presents labor conditions in the Mesabi Iron Range. Chapters III through VI offer brief biographies of Saul Alinsky, a professional community organizer; Corky Gonzales, a Chicano youth leader; Barbara Jordan, a black member of Congress; and Fiorello La Guardia, the Italian American mayor of New York City. Chapter VII covers the Human Organizational Political and Economic Development, Inc. (HOPE) in Houston, Texas, a black community organization. Chapter VIII describes the Milwaukee Indian Community School, while Chapter IX discusses the job of a Spanish-speaking court interpreter. All the chapters focus on individual, group, community, political, or economic power. (CK)

0266 ED 183 483
Skjervold, Christian K. And Others
Minneapolis Multi-Ethnic Curriculum Project-Prejudice/Discrimination Unit.
Minneapolis Public Schools, Minn. Dept. of Intergroup Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
Pub Date—75
Note--56p.; Photographs throughout document may not reproduce clearly from EDRS in paper copy; For related documents, see SO 012 414-423
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—American Indians, *Bias, Blacks, Chinese Americans, Citizenship, *Ethnic Groups, *Ethnic Studies, Indians, Japanese Americans, Labor Conditions, *Multicultural Education, Organizations (Groups), Polish Americans, Puerto Ricans, Racial Segregation, Secondary Education, Slavery, *Social Bias, *Social Discrimination, United States History
Identifiers—Chicanos, Ethnic Heritage Studies Program Act, Minneapolis Multi Ethnic Curriculum Project

The student booklet presents short chapters illustrating the prejudice/discrimination unit of the Minneapolis Multi-Ethnic Curriculum Project for secondary schools. Fifteen brief chapters describe the ways Americans have and still do discriminate against the people of various ethnic groups. Topics cover the history and policies of the Know-Nothing political party in the 1850s, the life and job of a Polish sweat-shop girl, a slave's work in the cotton fields, Chinese laborers on the transcontinental railroad, the living conditions of Mexican Americans in the valley of the Rio Grande River and of Puerto Ricans in the barrios of New York City, and the fight for citizenship by Dr. Pandit, an East Indian. Two chapters describe school segregation cases, one relating to Japanese American children in San Francisco and the other relating to Mexican American students. A photo essay illustrates the internment of Japanese Americans during World War II. Contemporary discrimination is discussed in two chapters, one presenting the findings of a study by the National Center for Urban Ethnic Affairs on ethnic discrimination in the corporate world, and the other on the legality of private club discrimination. The final three chapters trace the development of the Japanese American Citizens League, the National Association for the Advancement of Colored People, and American Indian militancy. (CK)

0267 ED 183 484

Minneapolis Multi-Ethnic Curriculum Project-Migration Unit.

Minneapolis Public Schools, Minn. Dept. of Intergroup Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.

Pub Date—75

Note--70p.; For related documents, see SO 012 414-423

Pub Type— Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Arabs, Blacks, Chinese Americans, *Ethnic Groups, *Ethnic Studies, *Immigrants, Jews, Korean Americans, Mexican Americans, *Migration, Migration Patterns, *Multicultural Education, North Americans, Secondary Education, Slavery, United States History

Identifiers—Choctaw (Tribe), Ethnic Heritage Studies Program Act, Minneapolis Multi Ethnic Curriculum Project, Scandinavians, Slavs

The student booklet presents short chapters illustrating the migration unit of the Minneapolis Multi-Ethnic Curriculum Project for secondary schools. Sixteen brief chapters describe migration, immigration, and emigration in the United States. The first six chapters offer first person accounts of immigrants from Norway, Korea, Egypt, Hitler's Germany, and Yugoslavia. These are of both early and contemporary immigrants. Other chapters present brief histories of immigration in the United States including a discussion of laws and quotas, and the Chinese, Mexican, and Finnish migrations. One chapter describes the slave trade and offers a related simulation game, while another relates the story of the removal of the Choctaw Indians from Mississippi to Indian Territory. The final two chapters discuss the contemporary movement of blacks to Atlanta, Georgia and patterns of moving in the United States today. (CK)

0268 ED 183 485

Skjervold, Christian K. And Others

Minneapolis Multi-Ethnic Curriculum Project-Enclaves Unit [And] The First Original New Ethnic Comic Book.

Minneapolis Public Schools, Minn. Dept. of Intergroup Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.

Pub Date—75

Note--32p.; For related documents, see SO 012 414-422

Pub Type— Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Blacks, Building Trades, Cubans, *Ethnic Groups, *Ethnic Studies, *Multicultural Education, *Neighborhoods, Occupations, Secondary Education, Social Discrimination

Identifiers—Cajuns, Ethnic Heritage Studies Program Act, Minneapolis Multi Ethnic Curriculum Project, Mohawk (Tribe), Moslems

The student booklet presents short chapters illustrating the enclaves unit of the Minneapolis Multi-Ethnic Curriculum Project for secondary schools. A seven-page comic book is also included in the document. Six brief chapters in the student booklet describe ethnic neighborhoods and occupations. Chapter I discusses the Cuban refugees in Miami as well as their life, customs, bilingualism, and need to preserve their ethnic heritage. Chapter II presents the Arab Muslim community in Dearborn, Michigan and their religion and family life. Chapter III is entitled "A Visit to Cajun Country" and tells stories about life with the Cajuns in Louisiana. Chapter III lists the ten best cities in the United States for blacks for economic, political, and cultural development and rates them for overall quality of life. Chapter V offers a brief overview of occupations that have been traditionally identified with certain ethnic groups. The final chapter tells of the Mohawk Indian tribe and their work with steel, beginning with bridge building and transfering to building in general. The comic book consists of three two-page stories illustrating discrimination and stereotyping. (CK)

0269 ED 183 595

Eglsaer, Richard Matuszek, Paula

Project P.A.V.E. Evaluation. Technical Report 1977-78. Publication Number: 77.49.

Austin Independent School District, Tex. Office of Research and Evaluation.

Pub Date—30 Jun 78

Note--82p.; Some appendices marginally legible.

Pub Type— Reports - Research (143) — Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, Attendance, Career Counseling, Educational Assessment, *Experimental Programs, Extracurricular Activities, High Schools, Institutional Cooperation, Parent Participation, *Program Attitudes, Program Development, Program Effectiveness, *Program Validation, Questionnaires, *Special Education, Student Improvement, Vocational Education

Identifiers—Austin School District TX, *Project PAVE, Texas (Austin)

Project PAVE was implemented in Travis High School, Austin, Texas, to extend and coordinate services for certain high school special education students. Four components were crucial to the Project PAVE model: parental involvement, academic achievement, vocational programing, and extracurricular opportunities. The project evaluation, conducted in 1977-78, focused on whether PAVE activities should be disseminated to other school districts and whether PAVE should be adopted by other schools in the Austin Independent School District. The following areas were investigated: (1) special student participation in school activities; (2) attendance and dropout statistics; (3) fulfillment of project objectives; (4) credits earned toward graduation; (5) low-cost activities; (6) staff's time requirements and perceptions of project effectiveness; (7) implementation in other Austin schools; (8) utilization of planning process activities; (9) new types of decision making and involvement of parents, students, and counselors; (10) achievement gains; (11) student participation in vocational activities; and (12) changes in teaching practices and attitudes. (Data pertaining to these questions are summarized, and questionnaires used to collect data are appended). (GDC)

0270 ED 183 639

Iadicola, Peter Moore, Helen

The Desegregated School and Status Relations among Anglo and Minority Students: The Dilemma of School Desegregation.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date—Jul 79

Grant—PHS-MH-26607-03

Note--41p.; Not available in paper copy due to light print

Pub Type— Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Acculturation, Black Students, *Desegregation Effects, Elementary Secondary Education, Grade 6, *Racial Relations, *School Desegregation, *Self Concept, Sex Differences, *Social Status, Socioeconomic Status, Spanish Speaking, White Students

This paper discusses the possible incongruence between the two policy goals of desegregation: assimilation and improvement of intergroup relations through the reduction of prejudice by means of equal status contacts between students. The congruence between the two goals was tested by determining the effects of a school environment conducive to assimilation upon status relations between sixth grade Anglo, black, and Hispanic students. It was found that as both the percentage of Anglo students and socioeconomic status of the school increases, so does the level of status inequality between Anglo and minority students. Black males and Hispanic females were found to experience the highest level of status inequality in their relations with Anglo students. Thus, it was shown that by placing minority students in an environment conducive to assimilation, a process develops by which there is replication and reinforcement of the status inequalities found in the dominant society. (Author/RLV)

0271 ED 183 663

Patton, Richard H. And Others

Resolving the Desegregation Issue in the St. Louis Public Schools: Summary of Events Since 1972; Analysis of Policy Considerations; Strategies for Resolution.

Missouri Univ., St. Louis. Center for Community and Metropolitan Studies.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Feb 78

Contract—400-76-0103

Note--109p.; Not available in paper copy due to reproduction quality of original document; For a related document see UD 020 285

Pub Type— Guides - Non-Classroom (055) — Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Community Involvement, *Court Litigation, *Desegregation Plans, Elementary Secondary Education, *Metropolitan Areas, *School Desegregation

Identifiers—*Missouri (Saint Louis)

This handbook was written for those residents of St. Louis who would like to involve themselves in the social, political, and public education tasks which are central to the desegregation process. Section I presents a factual summary of events in the school desegregation case beginning with the filing of the initial suit in February of 1972. Section II offers an analysis of the current status of the school desegregation process in St. Louis. It is drafted from a perspective which views the desegregation process as a complex social, political and legal phenonmenon with profound and far-reaching effects. Section III outlines the components and workings of a community-based process through which the Court can pursue formulation of a court-ordered plan should it so choose. The final section of this report addresses itself to the process of plan implementation. Drawing on the lessons learned in other cities, general tenets of conflict resolution, and familiarity with the St. Louis community, the essential components of a comprehensive strategy for implementation of a court-ordered plan are presented. (Author/RLV)

0272 ED 183 678

Hanusey, Richard D.

Desegregation of Urban Schools... Is it Possible? The Philadelphia Story.

Pub Date—[79]

Note--10p.; Not available in paper copy due to reproduction quality of original document

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Basic Skills, *Desegregation Methods, *Desegregation Plans, Elementary Secondary Education, Magnet Schools, Multicultural Education, Nontraditional Education, *School Desegregation, *Urban Schools, *Voluntary Desegregation

Identifiers—*Pennsylvania (Philadelphia)

Philadelphia's voluntary school desegregation plan is designed to offer pupils the opportunity for educational experiences in multicultural, multiracial schools, and to prevent white flight from the public schools. Strategies for achieving desegregation include the creation of magnet schools, voluntary school pairing, the Alternative for Middle Years program, and "academics plus" schools. Magnet schools at the junior and senior high school levels have been successful in drawing students from all over the city and from private schools in order to study music and arts, engineering, science and mathematics. In order to avoid the danger that magnet schools might detract from the quality of instruction in other schools, the city has developed a plan to raise the academic achievement of all students through alternative schools and back-to-basics programs in which students, parents, and school personnel all participate in decision making. Finally, the pairing of predominantly white with predominantly black schools has resulted in successful mergers from the point of view of racial composition and academic goals. The Philadelphia experience demonstrates that it is possible to desegregate urban schools by offering freedom of choice. (Author/GC)

0273 ED 183 697

Stanley, Cheryl F. Rosser, R. Stephen

Magnet Schools Utilized for Voluntary Integration: A Descriptive Study.

Houston Independent School District, Tex.

Pub Date—Feb 79

Note--11p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, February, 1979)

Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Desegregation Methods, Elementary Secondary Education, Institutional Characteristics, *Magnet Schools, *School Desegregation, *Voluntary Desegregation

This study reports the findings of a questionnaire survey developed to gather information on the general characteristics of magnet programs and to determine the use of magnet schools in overall district integration plans. Thirty-eight of 98 districts responding to the survey reported utilizing magnet schools for integration purposes. Forty-one percent of these districts reported having at least 50% minority populations. Most magnet schools were at the elementary level. Ten areas of emphasis addressed in magnet schools were identified: (l) fine arts; (2) career/vocational technical education; (3) academic; (4) basic skills; (5) administrative/structural alteration; (6) gifted and talented; (7) early childhood education; (9) handicapped; and (10) miscellaneous (areas by which their titles defied categorization). Correlation analysis suggested no clear patterns between school district and magnet school characteristics. Tables of data are appended. (Author/MK)

0274 ED 183 705

Brooks, Thomas E. Langford, Karla D.

ESAA Magnet/Pilot Project, Final Evaluation Report, 1978-79.

Saint Louis Public Schools, Mo.

Pub Date—[79]

Note--94p.; Not available in paper copy due to light print; Report compiled by the Emergency School Aid Act Unit

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Achievement, Achievement Rating, Elementary Secondary Education, Enrollment Rate, *Magnet Schools, *Pilot Projects, *Program Evaluation, Racial Relations, *School Desegregation, Social Isolation, *Social Relations

Identifiers—*Emergency School Aid Act 1972, Missouri (Saint Louis)

The magnet schools program in St. Louis supported seven elementary and three secondary level programs. In addition, three pilot programs on the secondary level were established. The programs were evaluated in terms of basic skills achievement and social relations (defined as decreased racial isolation). Statistical analyses of achievement data showed varying but high levels of achievement on the primary level. Elementary magnet school students were shown to achieve at the same level as students in regular school programs. Real differences were not found in comparisons of achievement levels between magnet and regular secondary programs. However, differences were found among individual secondary level magnet programs. Comparisons of pilot and regular school programs showed significantly higher levels of achievement in pilot schools. Social relations data points to differences in opposite directions in black and white students' perceptions of relationships among students and between students and school administrators. Variability of experiences was reflected in teachers' responses to social relations scales, with differences seen between perceptions of black and white teachers. Analysis of enrollment retention rates showed a 50.4% rate for magnet schools with no comparable information from regular programs. Tables and graphs of statistical data are included. (MK)

0275 ED 183 708

Valverde, Leonard A.

Promotion Specialization: The Informal Process in Large Urban Districts and Its Adverse Effects on Non-Whites and Women.

Pub Date—Apr 80

Note--23p.; Paper presented at American Educational Research Association Conference (Boston, MA, April, 1980)

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Equal Opportunities (Jobs), Ethnic Groups, Ethnography, *Females, *Minority Groups, *Personnel Policy, *Promotion (Occupational), School Administration, *School Personnel, School Policy, Socialization, Urban Schools

This paper is directed at describing the informal promotion process utilized in large urban school districts and the effect of in-house selection on minority individuals and women. The sponsor-protege process (the informal promotion process of large urban school districts) and socialization (the psychological dimension of promotion) are discussed. Ethnography was the research methodology used. Results of the study generated information in three areas: (1) a descriptive model of the sponsor-protege process used in promotion; (2) an explanation of the socialization outcome, replication of the protege in the image of the sponsor; and (3) the postulation of hypotheses and corollaries which explain the exclusion of minorities and women from advancement into public school administrative roles. The report supports the premise that equal opportunity of promotion has been replaced with restrictive access to opportunity favoring white males. The proposition was set forth that institutional practices exclude culturally different people from professional advancement, thus rejecting the popularly held misbelief that women and minorities are inadequate in number, ability, and aspiration when seeking promotion. Tables of data and references are included in the report. (Author/MK)

0276 ED 183 864

Project S.P.I.C.E. Special Partnership in Career Education. Guide to Program Implementation.

Volusia County Schools, Daytona Beach, Fla.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Bureau No.—554AH80167

Pub Date—Aug 79

Grant—G007802013

Note--47p.; For related documents see CE 024 443-450, ED 163 226, and ED 167 775.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Career Awareness, *Career Education, *Career Exploration, Fused Curriculum, Guides, Junior High Schools, *Mild Mental Retardation, Program Descriptions, Program Development

Identifiers—Education Amendments 1974, Florida (Volusia County), Project SPICE

This guide describes methods by which an educator can establish a program of career awareness for the educable mentally handicapped student using project SPICE (Special Partnership in Career Education) modules. The first of two sections provides an overview of the SPICE program. Specific topics included are peer facilitation, community career consultants, career-oriented on-site experiences classroom instruction, student project, program objectives, and program participants. Section 2 focuses on program implementation and includes the following subsections: (1) Where Do You Begin?, (2) How Do You Get Administrative Permission to Start Your Program?, (3) How Do You Incorporate Career Education into Your Existing Curriculum?, (4) ow Do You Establish Peer Interaction?, (5) How Do You Secure Community Consultants?, (6) How Do You Arrange On-Site Visits?, (7) Check the Policy in Your District about Transporting Students! (8) How Do You Secure Parental Participation?, and (9) How Do You Involve All the Students? Appended material includes a community career consultant letter and survey, confirmation letters, a brief description of career education, a list of typical student questions, a letter of appreciation, a certificate of appreciation, student thank-you letter formats, and parent letter and permission forms. (LRA)

0277 ED 183 865

Project S.P.I.C.E. Special Partnership in Career Education. Career/Educational Awareness. A Teaching Module.

Volusia County Schools, Daytona Beach, Fla.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Bureau No.—554AH80167

Pub Date—Aug 79

Grant—G007802013

Note--27p.; For related documents see CE 024 443-450, ED 163 226, and ED 167 775.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Career Awareness, *Career Education, *Career Exploration, Fused Curriculum, Junior High Schools, Learning Activities, *Mild Mental Retardation, Teaching Guides

Identifiers—Education Amendments 1974, Florida (Volusia County), Project SPICE

This third in a series of six teaching modules on career/educational awareness is part of the Special Partnership in Career Education (SPICE) program, which was designed to provide career awareness and exploration information to junior high-aged educable mentally handicapped students. The module follows a typical format that includes two major sections: overview and activities. The overview includes module objectives, student performance objectives, module organization, module utilization, and assessing student activities. The activities section contains learning activities for one unit of instruction. In addition to identifying learning activities, each unit specifies student performance objectives and subject areas covered. Assessment instruments and student worksheets are appended. (LRA)

0278 ED 183 866

Project S.P.I.C.E. Special Partnership in Career Education. Attitudes and Appreciations. A Teaching Module.

Volusia County Schools, Daytona Beach, Fla.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Bureau No.—554AH80167

Pub Date—Aug 79

Grant—G007802013

Note--40p.; For related documents see CE 024 443-450, ED 163 226, and ED 167 775.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Affective Behavior, *Career Awareness, *Career Education, *Career Exploration, Fused Curriculum, Junior High Schools, Learning Activities, *Mild Mental Retardation, Student Attitudes, Teaching Guides, *Work Attitudes

Identifiers—Education Amendments 1974, Florida (Volusia County), Project SPICE

This second in a series of six teaching modules on attitudes and appreciations is part of the Special Partnership in Career Education (SPICE) program, which was designed to provide career awareness and exploration information to junior high-aged educable mentally handicapped students. The module follows a typical format that includes two major sections: overview and activities. The overview includes module objectives, student performance objectives, module organization, module utilization, and assessing student activities. The activities section contains learing activities for two units of instruction. In addition to identifying learning activities, each unit specifies student performance objectives and subject areas covered. Assessment instruments and student worksheets are appended. (LRA)

0279 ED 183 867

Project S.P.I.C.E. Special Partnership in Career Education. Employability Skills. A Teaching Module.

Volusia County Schools, Daytona Beach, Fla.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Bureau No.—554AH80167

Pub Date—Aug 79

Grant—G007802013

Note--39p.; For related documents see CE 024 445-450, ED 163 226, and ED 167 775.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Career Awareness, *Career Education, *Career Exploration, Fused Curriculum, *Job Skills, Junior High Schools, Learning Activities, *Mild Mental Retardation, Teaching Guides
Identifiers—Education Amendments 1974, Florida (Volusia County), Project SPICE

This sixth in a series of six teaching modules on employability skills is part of the Special Partnership in Career Education (SPICE) program, which was designed to provide career awareness and exploration information to junior high-aged educable mentally handicapped students. The module follows a typical format that includes two major sections: overview and activities. The overview includes module objectives, student performance objectives, module organization, module utilization, and assessing student activities. The activities section contains learning activities for two units of instruction. In addition to identifying learning activities, each unit specifies student performance objectives and subject areas covered. Assessment instruments and student worksheets are appended. (LRA)

0280 ED 183 868
Project S.P.I.C.E. Special Partnership in Career Education. Decision Making/Beginning Competency. A Teaching Module.
Volusia County Schools, Daytona Beach, Fla.
Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.
Bureau No.—554AH80167
Pub Date—Aug 79
Grant—G007802013
Note--38p.; For related documents see CE 024 443-450, ED 163 226, and ED 167 775.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Career Awareness, *Career Education, *Career Exploration, *Decision Making, Fused Curriculum, Junior High Schools, Learning Activities, *Mild Mental Retardation, Teaching Guides
Identifiers—Education Amendments 1974, Florida (Volusia County), Project SPICE

This fourth in a series of six teaching modules on decision making/beginning competency is part of the Special Partnership in Career Education (SPICE) program, which was designed to provide career awareness and exploration information to junior high-aged educable mentally handicapped students. The module follows a typical format that includes two major sections: overview and activities. The overview includes module objectives, student performance objectives, module organization, module utilization, and assessing student activities. The activities section contains learning activities for two units of instruction. In addition to identifying learning activities, each unit specifies student performance objectives and subject areas covered. Assessment instruments and student worksheets are appended. (LRA)

0281 ED 183 869
Project S.P.I.C.E. Special Partnership in Career Education. Economic Awareness. A Teaching Module.
Volusia County Schools, Daytona Beach, Fla.
Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.
Bureau No.—554AH80167
Pub Date—Aug 79
Grant—G007802013
Note--53p.; For related documents see CE 024 443-450, ED 163 226, and ED 167 775.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Career Awareness, *Career Education, *Career Exploration, *Economics Education, Fused Curriculum, Junior High Schools, Learning Activities, *Mild Mental Retardation, Teaching Guides
Identifiers—Education Amendments 1974, Florida (Volusia County), Project SPICE

This fifth in a series of six modules on economic awareness is part of the Special Partnership in Career Education (SPICE) program, which was designed to provide career awareness and exploration information to junior high-aged educable mentally handicapped students. The module follows a typical format that includes two major sections: overview and activities. The overview includes module objectives, student performance objectives, module organization, module utilization, and assessing student activities. The activities section contains learning activities for seven units of instruction. In addition to identifying learning activities, each unit specifies student performance objectives and subject areas covered. Assessment instruments and student worksheets are appended. (LRA)

0282 ED 183 870
Project S.P.I.C.E. Special Partnership in Career Education. Final Report.
Volusia County Schools, Daytona Beach, Fla.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No.—554AH80167
Pub Date—Aug 79
Grant—G007802013
Note--196p.; Not available in paper copy due to light and broken type. For related documents see CE 024 443-449, ED 163 226, and ED 167 775.
Pub Type— Reports - Descriptive (141) — Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Career Education, *Career Exploration, Curriculum Development, Educational Research, *Fused Curriculum, Junior High Schools, *Mild Mental Retardation, Program Descriptions, *Program Evaluation
Identifiers—Education Amendments 1974, Florida (Volusia County), Project SPICE

The purpose of the Special Partnership in Career Education (SPICE) project was to design a practical, replicable, transportable career exploration curriculum for junior high-aged educable mentally handicapped students. Six career education modules and a guide for integrating career education into an existing curriculum were developed. The six career education modules are (1) Self Awareness, (2) Attitudes and Appreciations, (3) Career/Educational Awareness and Exploration, (4) Decision Making/Beginning Competency, (5) Economic Awareness, and (6) Employability Skills. Students participating in the SPICE program went on site visits to work settings in the community, heard guest speakers discuss their careers, and met with the project staff in large and small groups to discuss career opportunities and requirements. Among the findings of summative and formative evaluation procedures was that the project succeeded in achieving twelve of the fifteen stated objectives. Overall, it was found that the SPICE program was more effective with the handicapped students than the non-handicapped group. (Appended material includes a list of subordinate objectives, project newsletters, and articles related to the project.) (LRA)

0283 ED 183 941
Rumble, Richard R.
A Vocational Education Research Program in the Portland Public School District. Final Report.
Portland Public Schools, Oreg.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Bureau No.—498AH70234
Pub Date—Apr 79
Grant—G007702245
Note--54p.; Appendix M removed due to marginal legibility. For related documents see CE 024 665 and ED 162 475-479.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Disabilities, *Educational Planning, Feasibility Studies, High Schools, *High School Students, *Individualized Instruction, *Mainstreaming, Program Implementation, *Vocational Education
Identifiers—Education for All Handicapped Children Act, Oregon (Portland)

A project was conducted to improve the capacity of the Portland (Oregon) School District to fully implement individualized vocational education programs for the handicapped. Four high schools participated in the project, which involved the following activities: assessing current capabilities of the schools involved; conceptualizing and articulating collaborative planning sequences and data-based decision-making among various organizational elements within the district; developing comprehensive guidelines, operational procedures, and realistic methodologies for phasing in and implementing individualized vocational education programs; and identifying, summarizing, and disseminating materials and processes, and results related to the project. It was determined that the district has the capability to mainstream the handicapped with concurrent support services. Several publications on guidelines for mainstreaming handicapped students into vocational programs were produced. Some of the conclusions were (1) staff development is vitally necessary and effective; (2) individualized education programs need improvement in quality with more vocational educators involved; (3) procedures for identifying handicapped students are inadequate; (4) testing procedures are good but need to be made more available; and (5) more coordination, placement, followup, and staff development are needed. (Author/BM)

0284 ED 183 942
Rumble, Richard R.
Mainstreaming Handicapped Students. Guidelines for Increasing the Enrollment of Handicapped Learners in Vocational Cluster Programs in the Portland Public Schools. A Research Project in Vocational Education in the Portland Public Schools.
Portland Public Schools, Oreg.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—[Apr 79]
Note--181p.; Some pages with small, light type will not reproduce well. For related documents see CE 024 664 and ED 162 475-479.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Administrator Guides, *Disabilities, Educational Planning, *Guidelines, High Schools, *High School Students, Individualized Instruction, *Mainstreaming, *Program Implementation, *Vocational Education
Identifiers—Education for All Handicapped Children Act, Oregon (Portland)

This guide addresses steps that must be taken at various administrative levels and at the course or program level in order to successfully implement P.L. 94-142 (see CE 024 664). The guidelines, called action steps, are organized and discussed in the following categories: central administrative action; area administrative action; building level action; and course or program level action. A chart is provided giving a brief description of all the steps to be accomplished within a school district in order to successfully mainstream handicapped youth in vocational education. An annotated bibliography is also included. Several materials are appended, including Portland Public Schools Policies and Procedures regarding programs in special education; related process forms and planning formats; program outlines; and survey results and other supporting data. (BM)

0285 ED 184 272
Connett, Jane Swanson, Monty
A Guide for Implementing Project DEEP (Diversified Educational Experiences Program). Administrator's Guide.
Wichita Public Schools, Kans.
Pub Date—Jan 79
Note--37p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrator Guides, Behavior Problems, *Classroom Techniques, *Gifted, *Inservice Teacher Education, *Nontraditional Education, *Potential Dropouts, Secondary Education
Identifiers—*Diversified Educational Experiences Program

The guide is designed to provide the building level administrator a step by step model for implementing Project DEEP's (Diversified Educational Experiences Program) alternative classroom management system for secondary academic classrooms with disaffected (attendance problems, discipline problems, potential dropouts), average, and gifted and creative students. Material is arranged in a developmental format, answering questions as the administrator progresses through the process of identifying the program; matching needs with program; involving other educators; selecting teachers; building the team; training staff; communicating with parents and community; and installing, managing, and evaluating the program. It is explained that Project DEEP is student centered and project oriented with students in DEEP classrooms identifying needs, formulating objectives, developing tasks based upon these objectives, presenting group projects based on fulfillment of objectives, receiving teacher debriefing following the project, and participating in their own evaluations. The document includes attitudinal assessment and curriculum objectives checklists, a DEEP training schedule, a list of suggested materials, and sample forms. (SBH)

0286 ED 184 912
The Holocaust: A Study of Genocide.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
Pub Date—79
Note--587p.
Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, NY 11201 ($11.00)
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors—*Anti Semitism, *European History, *History Instruction, Interdisciplinary Approach, *Jews, Learning Activities, *Lesson Plans, Secondary Education, Teaching Guides, Teaching Methods
Identifiers—*Nazism, *World War II

The teaching guide presents lesson plans, activities, and readings about the Holocaust for use in the secondary grades. It is divided into two parts. Part I consists of course outlines and lesson plans for classes in junior and senior high English, and social studies and world history. These vary in length and some are accompanied by literary selections. Part II, the major part of the book, presents lesson plans for 18 weeks of class time, arranged into an introduction and seven themes. The introduction focuses on how the study of the Holocaust can alert people to present and future dangers of racism and genocide. The seven themes are: 1) the position of Jews in Europe before the Holocaust, 2) how the Nazis rose to power, 3) how racism and anti-Semitism led to the debasement of modern society and to genocidal murder, 4) how the Nazis carried out their policies, 5) how the victims tried to maintain human dignity, 6) how the rest of the world responded to the plight of the victims, and 7) how the study of the Holocaust can contribute to a more humane world. For each theme there is a summary, a list of related concept statements, and one or two introductory activities or discussion questions. There are a total of 37 lessons, each of which consists of a focus question, an introductory activity, an outline of content emphases, several summary questions, and numerous readings. An annotated bibliography concludes the book. (CK)

0287 ED 185 132
Ames, Judith S. Bicks, Patricia
An Evaluation of Title VII Bilingual/Bicultural Program, 1977-78 School Year, Final Report.
Community School District 22, Brooklyn, N.Y.
Pub Date—Jul 78
Note--35p.; Not available in paper copy due to reproduction quality of original document
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Bilingual Education, Elementary Education, English (Second Language), *French, *Haitian Creole, Junior High Schools, *Multicultural Education, Parent Participation, Program Evaluation, *Spanish, Teacher Attitudes, Textbooks
Identifiers—*Bilingual Education Act 1968, *New York (Brooklyn)

This report is concerned with bilingual bicultural education programs in Spanish and Creole French, offered in District 22, Brooklyn, New York. Student selection, class structure, staff characteristics, and monitoring of student progress are described. Curriculum materials are listed for the following: (1) bilingual French classes in reading, math, science and social studies (grades 1-6); (2) bilingual Spanish classes in phonics, reading, science, social studies, language arts, culture and math (grades 1-9); (3) English as a Second Language classrooms (grades 1-9). Observations regarding classroom environment, student/teacher/ paraprofessional interactions, project director capability, and parent involvement are presented. Procedures by which student performance data were analyzed, as well as the results of questionnaires administered to teachers, paraprofessionals, and bilingual project staff members are discussed. Also described are relations between teachers and project staff. It is concluded that, in general, the bilingual bicultural program is excellent and that its personnel function well. Several recommendations are offered for improving staff relations, student selection, staff skill utilization, achievement evaluation, parent participation, and teacher involvement in program planning and evaluation. (GC)

0288 ED 185 154
Laue, James H. Monti, Daniel J.
Intervening in School Desegregation Conflicts: The Role of the Monitor.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—80
Contract—400-76-0103
Note--70p.; Not available in paper copy due to light print
Journal Cit—Research in Social Movements, Conflicts and Change; v3 1980
Pub Type— Reports - Evaluative (142) — Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Community Attitudes, *Compliance (Legal), *Conflict Resolution, Desegregation Methods, Desegregation Plans, Elementary Secondary Education, Federal Regulation, Intervention, Program Administration, *Program Evaluation, *School Desegregation, School Districts
Identifiers—Missouri (Saint Louis), Missouri (Saint Louis County), *School Desegregation Monitors

The authors examine the role of the school desegregation monitor and various types of monitoring bodies as a special case of the broader phenomenon of community conflict intervention. Monitoring school desegregation is defined as a process in which designated individuals collect data on a school system (through observation, documents, and interviews), analyze and evaluate the data, and report to an authorizing body on the content and quality of the system's efforts to comply with that body's standards for desegregation. The paper discusses monitoring as a technique for intervention in community conflict, delineates advantages and disadvantages of several types of monitoring, and examines monitoring activities in two school systems, one urban and one suburban. Implications for social policy and intervention strategies are discussed. (Author/MK)

0289 ED 185 156
Modest, John And Others
Human & Racial Awareness.
Lexington Public Schools, Mass.
Pub Date—79
Note--78p.; Not available in paper copy due to broken print
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Cultural Activities, Cultural Awareness, Group Activities, *Intergroup Relations, Intermediate Grades, *Learning Activities, *Multicultural Education, *Program Guides, Racial Relations, *Teaching Guides

This curriculum guide describes activities for fifth and sixth grade students to enhance their awareness of intergroup similarities and intragroup differences. The activities, which include games, discussions, and experiments, can be used by teachers to help students deal with conflictive interpersonal situations. The goal of the program is to help children function appropriately in a multicultural, multiethnic, and multiracial world. Follow-up activities, books, films, and filmstrips are recommended. (Author/MK)

0290 ED 185 196
Brooks, Thomas E. And Others
Evaluation Report, St. Louis Magnet/Pilot Programs, Emergency School Assistance Act, Title VII, 1976-1977.
Saint Louis Public Schools, Mo.
Pub Date—[77]
Note--348p.; Report prepared by the Emergency School Aid Act Unit. For a related document see UD 020 382. Not available in paper copy due to light print.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Academic Achievement, *Community Involvement, Elementary Secondary Education, *Inservice Teacher Education, Intergroup Relations, Interpersonal Relationship, *Magnet Schools, Pilot Projects, *Program Evaluation, *Racial Relations, School Desegregation, Social Isolation
Identifiers—Emergency School Aid Act 1972, *Missouri (Saint Louis)

The St. Louis, Missouri, magnet schools program supported eight grade schools and two high schools. Programs in law and consumer education and ethnic heritage were also undertaken. Staff development and community involvement projects were initiated. Outcomes common to all components and outcomes of specific programs were assessed. Program evaluation focused on basic skills achievement, social relations (reduction of racial isolation), organizational climate, and outcomes related to parent attitudes, staff satisfaction, and student involvement. Elementary magnet school students were shown to achieve at the same level as students in regular programs, except for third and fourth graders who achieved at a lower level. Achievement of secondary level magnet program students was generally not consistently above or below that of students in control high schools. Differences were found in comparisons among magnet schools. The trend of data collected on social relations was positive. No conclusive evidence on the effectiveness of reaching instructional goals for the ethnic heritage or law and consumer education programs was available. Workshops for staff development were perceived by teachers as effective and improving. The community involvement project was shown to have increased interaction among the Emergency School Aid Act Advisory Committee, business, civic and educational communities, parents, and the Board of Education. (MK)

0291 ED 185 469
McCune, Shirley Matthews, Martha
The Context of Title IX: Outline and Participants' Materials for Generic Session One. Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators.
National Foundation for the Improvement of Education, Washington, D.C. Resource Center on Sex Roles in Education.
Spons Agency—Council of Chief State School Officers, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Pub Date—Sep 78
Contract—300-76-0456
Note--76p.; For related documents see CG 014 322-326, ED 155 498-508 and CG 014 392.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402
Pub Type— Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Educational Legislation, Elementary Secondary Education, *Equal Education, *Federal Legislation, Inservice Education, Program Implementation, School Personnel, *Sex Discrimination, Sex Role, *Social Bias, Staff Development, *Student School Relationship, Workshops
Identifiers—*Title IX Education Amendments 1972

This workshop package is designed to assist those persons responsible for the implementation of Title IX of the Education Amendments of 1972 and the attainment of sex equity in elementary and secondary school settings. The objectives of this first workshop session include providing participants with: (1) an opportunity to assess personal awareness of differential treatment of males and females in their schools and the impact of Title IX; (2) a review of Title IX and federal antidiscrimination laws, as well as personal skills in discrimination identification; (3) an understanding of differential sex-role socialization as manifested in the schools; and (4) strategies for setting goals for nonsexist education. Additionally, a comprehensive step-by-step session outline and participant worksheets are provided as aids for workshop facilitators. (Author/HLM)

0292 ED 185 470

Matthews, Martha

The Title IX Regulation and Grievance Process: Outline and Participants' Materials for Generic Session Two. Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators.

National Foundation for the Improvement of Education, Washington, D.C. Resource Center on Sex Roles in Education.

Spons Agency—Council of Chief State School Officers, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date—Sep 78

Contract—300-76-0456

Note--115p.; For related documents see CG 014 321-326, ED 155 498-508 and CG 014 392.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402

Pub Type— Guides - General (050)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Educational Legislation, Elementary Secondary Education, *Equal Education, *Federal Legislation, *Grievance Procedures, Inservice Education, *Problem Solving, School Personnel, *Sex Discrimination, Skill Development, *Social Bias, Staff Development, Workshops

Identifiers—*Title IX Education Amendments 1972

This workshop package is designed to assist those persons responsible for the implementation of Title IX of the Education Amendments of 1972 in elementary and secondary school settings. The objectives of this second workshop session include helping participants to: (1) review requirements of the regulation to implement Title IX; (2) assess their own understandings of Title IX; (3) understand the significance of Title IX grievance procedures; (4) gain information regarding the structural components of effective grievance procedures; (5) develop skills related to potential responsibilities for grievance problem solving; and (6) increase skills in identifying Title IX violations and in formulating corrective or remedial actions. Additionally, a comprehensive, step-by-step session outline and participant worksheets are provided as aids for workshop facilitators. (Author/HLM)

0293 ED 185 471

McCune, Shirley Matthews, Martha

Planning for Change: Outline and Participants' Materials for Generic Session Three. Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators.

National Foundation for the Improvement of Education, Washington, D.C. Resource Center on Sex Roles in Education.

Spons Agency—Council of Chief State School Officers, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date—Sep 78

Contract—300-76-0456

Note--69p.; For related documents see CG 014 321-326, ED 155 498-506 and CG 014 392.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402

Pub Type— Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Change Strategies, Elementary Secondary Education, *Equal Education, Federal Legislation, Inservice Education, *Organizational Change, Program Development, *Program Implementation, School Personnel, *Sex Discrimination, Skill Development, *Social Bias, Workshops

Identifiers—*Title IX Education Amendments 1972

This workshop package is designed to assist those persons responsible for the implementation of Title IX of the Education Amendments of 1972 in elementary and secondary school settings. Objectives of this third workshop session include helping participants to: (1) examine conditions and strategies for change necessary to implement Title IX; (2) establish a framework for diagnosing organizational change needs; (3) design a preliminary action plan; and (4) develop skills in program design and implementation in their own educational setting. Additionally, a comprehensive, step-by-step session outline and participant worksheets are provided as aids for workshop facilitators. (Author/HLM)

0294 ED 185 472

McCune, Shirley Matthews, Martha

The Administrator's Role: Outlines and Participants' Materials for Application Sessions for Administrators. Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators.

National Foundation for the Improvement of Education, Washington, D.C. Resource Center on Sex Roles in Education.

Spons Agency—Council of Chief State School Officers, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date—Sep 78

Contract—300-76-0456

Note--168p.; For related documents see CG 014 321-326, ED 155 498-508 and CG 014 392.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402

Pub Type— Guides - General (050)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Administrator Role, *Administrators, *Compliance (Legal), Critical Path Method, Elementary Secondary Education, *Equal Education, Federal Legislation, Program Effectiveness, *Program Improvement, *Sex Discrimination, Social Bias

Identifiers—*Title IX Education Amendments 1972

This workshop session is designed to assist administrators responsible for the implementation of Title IX of the Education Amendments of 1972 and the attainment of sex equity in elementary and secondary school settings. These materials focus on helping administrators ensure procedural compliance with Title IX through the establishment of a foundation for sex equity as well as specific strategies for monitoring implementation efforts related to Title IX. Specific topics addressed include the following: (1) assessment of current status and problems; (2) required compliance procedures; (3) roles of the Title IX coordinator; and (4) decision-making activities related to Title IX implementation and monitoring. Additionally, a comprehensive, step-by-step session outline and participant worksheets are provided as aids for workshop facilitators. (Author/HLM)

0295 ED 185 771

Foster, Kathleen M.

A Guide for Teaching Creative Thinking Skills and Creative Problem-Solving in the Gifted Classroom.

San Diego City Schools, Calif.

Pub Date—79

Note--147p.; For related information, see EC 123 927.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Class Activities, *Creative Thinking, Elementary Education, *Gifted, *Problem Solving, Teaching Guides

The guide offers elementary teachers narrative statements about creative thinking in teaching and learning and contains over 100 ideas for gifted classroom activities. Narratives address the following topics: rationale for creative thinking in the classroom, definition of creative thinking, individual development of creativity, teacher and learner responsibility in creative thinking, and creative problem solving. Classroom applications of creative thinking skills are divided into three dimensions-gathering and/or isolating data (awareness, fluency, flexibility), doing things with data (perseverance, elaboration, complexity); and doing things differently (courage, curiosity, imagination, originality). Finally, creative thinking and creative problem solving are covered with sections on the creative problem solving (CPS) process, CPS process for a futuristic problem, a CPS center in the classroom, and materials for a CPS center. A list of teacher and classroom resources associated with creative thinking skills concludes the document. (SBH)

0296 ED 185 772

Bennett, Janice O. Markle, Patricia Ann

A Guide for Teaching Structure of the Intellect in the Gifted Classroom.

San Diego City Schools, Calif.

Pub Date—78

Note--576p.; For related information, see EC 123 926.

Pub Type— Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)

EDRS Price - MF02/PC24 Plus Postage.

Descriptors—*Class Activities, Cognitive Development, Convergent Thinking, *Creative Development, *Creative Thinking, Divergent Thinking, Elementary Education, Games, *Gifted, Instructional Materials, Memory, Puzzles, Student Evaluation, Teaching Guides

Identifiers—*Structure of Intellect

The document offers suggestions for developing a Strucure of Intellect (SOI) program for gifted elementary students. An introductory chapter covers the definition of SOI, rationale for using the SOI model with gifted students, purpose of the guide, assessment of intellectual ability, preparation of the SOI prescription, classroom activities based on the SOI, organization and teaching strategies, and SOI tasks to be used in remedial reading. Also provided in this initial section are resources which include a list of teachers, references, SOI classification of educational materials, an outline of Erickson Elementary School lab materials, materials list for the SOI Abilities Workbook, and the SOI Institute list of materials and services. Subsequent chapters are color coded for five areas (cognition, memory, convergent production, divergent production, and evaluation) and usually include an introduction and sections with a glossary of pertinent SOI factor definitions; a list of commercially prepared materials; descriptions of activities; and task cards (which consist of mazes, puzzles, graphs, and other instructional materials). (SBH)

0297 ED 185 808

Mishra, Shitala And Others

An Approach for Implementing a School District Wide Needs Assessment.

San Diego State Univ., Calif. Inst. for Cultural Pluralism.

Pub Date—77

Note--115p.

Available from—Institute for Cultural Pluralism, 5544 1/2 Hardy Street, San Diego, CA 92182 ($2.65).

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Bilingual Education, Community Surveys, Cultural Background, Data Analysis, Data Collection, *Educational Assessment, Elementary Secondary Education, *English (Second Language), Evaluation Criteria, *Language Skills, Low Achievement, Needs Assessment, Non English Speaking, Questionnaires, School Districts, Social Influences, *Student Evaluation

Identifiers—*Bilingual Programs, Lau v Nichols

A manual was developed to assist administrators to assess the needs of their institutions, parents, students, staff, and educational programs relative to bilingual program planning. A second area of focus is the identification of Lau students, or students whose home language is other than English and who are not performing conceptually and linguistically at a level equal to or better than the district standard of proficiency. The core of the manual is a Needs Assessment Bank of Questions addressed to different role groups and covering a wide range of issues. Questions pertinent to particular needs and addressed to specific role groups can be selected for survey instruments, interview questionnaires, and other devices. The purpose and use of needs assessment for bilingual education planning are discussed to provide a general approach to needs assessment implementation. The discussion focuses upon: (1) identification of goals, (2) design of assessment procedures, (3) development of assessment instruments, (4) development of sampling plans, (5) collection of data, and (6) analysis of data. A brief discussion of the purpose and methods of conducting a sociocultural survey of the students' community is included. (SW)

0298 ED 186 237
Shafer, Janet L., Ed.
Magnet School Planning Project: Science and Technology Magnet School.
Dallas Independent School District, Tex.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Note--352p.
Available from—Dallas Independent School District, 3700 Ross Ave., Dallas, TX 75204 (no price quoted).
Pub Type— Reports - Evaluative (142) — Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors—Curriculum Development, Educational Facilities, *Educational Planning, Educational Research, *Evaluation Methods, Flow Charts, *Magnet Schools, *Models, Needs Assessment, Nontraditional Education, School Buildings, Science Education, Secondary Education, *Secondary School Science, Technology

This report presents a replicable model for developing a magnet school based on the planning of the Dallas Independent School District's Science and Technology Magnet High School. The model is based on Malcolm Provus' process called "Discrepancy Evaluation," designed as a guide for public school programs to describe the discrepancy between expectation and performance. The model contains four levels with each level more detailed than the previous one. At each level there are four components: the network, the input-process-output, the activity schedule, and the flow chart. The remainder of the report presents a description of the history of magnet schools, visitation reports, the educational specifications, consultant reports, and an annotated bibliography. (SA)

0299 ED 186 352
Quoyeser, Isabella And Others
A Module of Instruction for Principals and Teachers–Multicultural.
Pub Date—80
Note--45p.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Black Culture, *Cultural Differences, Equal Education, *Group Discussion, Hispanic American Culture, Mexican Americans, Minority Groups, *Multicultural Education, Principals, *Protocol Materials, *Teacher Attitudes, *Teacher Education, Teaching Methods

This module is designed for teachers and school administrators who wish to broaden their understanding of cultural differences in the classroom and improve their ability to teach in a multi-cultural milieu. The first part of the module provides the means by which individuals can examine their knowledge of Black and Mexican American cultures, as well as their personal attitudes toward cultural differences in general. Group and individual activities are outlined. Specific information is included on obtaining texts and audiovisual materials with which to augment the suggested learning sessions. (JD)

0300 ED 186 497
Fleming, Margaret, Ed. And Others
Proposed Plan for Magnet Schools–Cleveland Public Schools. Section II, Cleveland Center for Fundamental Education.
Cleveland Board of Education, Ohio.
Pub Date—29 Jun 79
Note--38p.; Not available in paper copy due to reproduction quality of original document. For related documents see UD 019 891 and UD 019 893-896. Appendices and attachments have been deleted due to reproducibility factors.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Basic Skills, *Conventional Instruction, Curriculum, Discipline Policy, Elementary Secondary Education, *Magnet Schools, Parent Participation, *Program Development, Program Proposals, *School Desegregation, Staff Development, Student Evaluation, Teaching Methods
Identifiers—*Ohio (Cleveland)

This proposed magnet school program is intended to provide a fundamental education to Cleveland students at both the elementary and secondary levels. Basic elements of the program's first semester operations are used to illustrate plans for an expanded program. A detailed description of the program covers staffing, staff development, curriculum, instructional methodology, teaching/learning styles, pupil assessment, support activities, extra- and co-curricular activities, and parent and advisory committee involvement. A schedule of implementation and a sequence of evaluation activities are included. (EB)

0301 ED 186 498
Fleming, Margaret, Ed And Others
Proposed Plan for Magnet Schools–Cleveland Public Schools. Section II, Center for Individualized Learning.
Cleveland Board of Education, Ohio.
Pub Date—29 Jun 79
Note--41p.; Not available in paper copy due to reproduction quality of original document. For related documents see UD 019 891-892 and UD 019 894-896. Attachments have been deleted due to reproducibility factors.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Curriculum, Educational Opportunities, Elementary Secondary Education, *Individualized Instruction, *Magnet Schools, Parent Participation, *Program Development, Program Proposals, Racial Integration, *School Desegregation, Student Evaluation, Student Needs
Identifiers—*Ohio (Cleveland)

This proposed magnet school program for individualized learning is intended to promote desegregation and provide improved educational opportunties for students from diverse ethnic/racial backgrounds in Cleveland. A detailed description of the program's curriculum covers subject content, learning objectives, instructional strategies, anticipated staff duties and requirements, staff development plans, learner characteristics, class schedules, and pupil assessment procedures. Support services that will be offered and the potential role of parents and advisory committees in the program are also described. A schedule of program implementation and a bibliography are included. (EB)

0302 ED 186 537
Fraser, Lowrie A.
Emergency School Aid Act Pilot Project, Final Project Report, 1978-79.
Atlanta Public Schools, Ga.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—[79]
Note--112p.; Not available in paper copy due to reproduction quality of original document.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Academic Achievement, Curriculum, *Educationally Disadvantaged, *Elementary School Mathematics, Elementary Secondary Education, *English (Second Language), Instructional Materials, Learning Activities, *Non English Speaking, Program Evaluation, Teacher Attitudes
Identifiers—Emergency School Aid Act 1972, Georgia (Atlanta)

Two Emergency School Aid Act pilot programs were conducted by the Atlanta Public Schools: Cultural Adjustment and Special Mathematics. The purpose of the Cultural Adjustment program was to reduce isolation and educational problems related to non-English speaking pupils and pupils who have first language interference. Program evaluation conclusions reported that: students studying English as a second language increased their proficiency in English usage; pupils studying Spanish as a native language increased their levels of skills in Spanish usage; special services were provided to improve levels of interaction between parents of immigrant students and the school; and the pupils were involved in varied activities designed to promote social adjustment and assist academic functioning. The Special Mathematics program sought to improve mathematics achievement of elementary pupils through a program in which students, parents, and school personnel could work cooperatively. The basic curriculum was the Curriculum Development Associates (CDA) Mathematics Program. Program evaluation concluded that: most pupils showed a loss in age achievement quotient after having used the CDA program, pupils made gains in self concept as learners; and teachers did not feel committed to the program, were not fully implementing it, and half the time used other teaching materials. Learning activities, behavioral objectives, and data tables are included. Cultural Adjustment program materials are appended. (Author/MK)

0303 ED 186 544
Knight, Michael E.
Evaluation of Title I Program, Community School District 31, New York City. 1978-79 School Year. Final Report, E.D.L. Reading Lab.
Community School District 31, Staten Island, N.Y.
Pub Date—19 Oct 79
Note--13p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Compensatory Education, Elementary Secondary Education, Program Descriptions, Program Evaluation, *Reading Centers, *Reading Improvement, *Remedial Reading
Identifiers—Elementary Secondary Education Act Title I, *New York (Staten Island)

This program was designed to improve reading skills and to provide intensive remediation for students in grades six through nine. Specialized materials and equipment were provided by Educational Development Laboratories (EDL). The EDL Reading Laboratory utilized the Learning 100 program, a multi-modality developmental and remedial program. Small groups of students received instruction for no less than 40 minutes daily, five days a week. Constant feedback on individual and group progress was provided. Quantitative analysis of the program was based on a pretest/posttest design with the Stanford Diagnostic Reading Test serving as the measuring instrument. In all cases the actual posttest mean surpassed the predicted posttest mean. The primary strengths of the program were seen to be the positive manner of the personnel involved, the high expectation level set for student performance, and the high degree of individualization achieved by program participants. (Author/MK)

0304 ED 186 545
Kelly, Charles P.
Evaluation of the Optional Assignment Program, Community School District 31, New York City. 1978-79 School Year.
Community School District 31, Staten Island, N.Y.
Pub Date—19 Oct 79
Note--13p.; Not available in paper copy due to broken print.
Pub Type— Reports - Evaluative (142) — Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Compensatory Education, Elementary Education, Junior High Schools, *Mathematics Instruction, Program Descriptions, Program Evaluation, *Reading Improvement, *Reading Instruction, *Remedial Instruction, *Remedial Programs
Identifiers—*Elementary Secondary Education Act Title I, New York (Staten Island)

Students in need of supplementary reading and mathematics instruction were identified, their specific needs determined, and prescriptive activities formulated. Prescriptive reading and math teachers were responsible for program implementation and coordination with classroom teachers in three elementary schools and one junior high school. Staff training activities were carried out, and a total of 17 objectives were identified for participants in the reading component. Posttest findings using the Prescriptive Reading Inventory as the measuring instrument indicated that all students in the program obtained the goals. Fourteen objectives were identified for participants in the math component. The Diagnostic Mathematics Inventory was used as a posttest instrument and indicated that all but one of the participating students achieved all math goals. (MK)

0305 ED 186 546
Bildner, Beatrice And Others
Title I Summer Program, Evaluation Report.
Community School District 6, New York, N.Y.
Pub Date—Oct 79
Note--16p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Compensatory Education, Elementary Education, *English (Second Language), Junior High Schools, *Mathematics Instruction, Program Evaluation, *Reading Improvement, *Remedial Instruction, *Remedial Programs, *Summer Programs
Identifiers—Elementary Secondary Education Act Title I, New York (New York)

The Summer Umbrella Program was designed to provide remedial instruction to children with demonstrable needs in reading, mathematics, and English as a second language. Instruction functioned on an individual or small group basis, employing a flexible, eclectic, multi-modality methodology. The instructional design was diagnostic/prescriptive. Pre and posttests of skills achievement and formal evaluative observation by a consultant were employed as evaluative techniques. Observation findings showed that a diagnostic/prescriptive model was implemented according to quidelines. The instructional strengths and expertise that existed among paraprofessionals, teachers, and administrators made for a positive climate. Pupils were observed to be eager to learn, attentive, and responsive to instruction. On the elementary level, 79.5 percent of the students obtained the same or a greater number of instructional objectives identified as the program goals for reading, 80.7 percent for ESL, and 74.6 percent for mathematics. On the junior high level, 81.2 percent obtained the program goals for reading, 80.4 percent for ESL, and 79.8 percent for mathematics. These findings indicate that in general, program guidelines were observed and most program goals were realized. (MK)

0306 ED 186 547
Carin, Arthur A.
ESEA Title I Program. Impact Aid (PL 81-874) Program. Final Evaluation Report, 1978-1979.
Community School District 32, Brooklyn, N.Y.
Pub Date—[79]
Note--165p.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Academic Achievement, *Bilingual Education, Compensatory Education, *Early Childhood Education, Educationally Disadvantaged, Elementary Secondary Education, Private School Aid, Program Descriptions, *Program Effectiveness, Program Evaluation, *Remedial Mathematics, *Remedial Programs, *Remedial Reading
Identifiers—*Elementary Secondary Education Act Title I, Impact Aid, New York (Brooklyn)

This document presents evaluations of five Title I/Impact Aid programs supported by Community School District 32 in Brooklyn, New York. The five programs were: (1) Strengthening Early Childhood Component; (2) Bilingual Methodology Reading Component; (3) Mathematics Laboratory Component; (4) Reading Laboratories Component; and (5) Non-Public School Component. Each component program is described in terms of objectives, participants, activities, personnel, and evaluation design and methodology. Evaluative results and recommendations are presented for each component. (MK)

0397 ED 186 549
Langlois, Margaret
ESEA Title I and Impact Aid. Final Evaluation Report, 1978-79.
Community School District 28, Queens, N.Y.
Pub Date—28 Sep 79
Note--43p.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, *Achievement Gains, Compensatory Education, Educationally Disadvantaged, Elementary Secondary Education, Program Descriptions, *Program Effectiveness, Program Evaluation, *Remedial Mathematics, *Remedial Programs, *Remedial Reading
Identifiers—*Elementary Secondary Education Act Title I, *Impact Aid, New York (Queens)

Through the Title I/Impact Aid programs, special reading and math services were provided for 2,385 students in grades one through nine. Three levels of the Metropolitan Achievement Tests were used as objective pre and post test measures. Pupil activities in reading varied according to diagnosed needs, grade level, and demonstrated task mastery. Cognitive tasks engaged in included perceptual training, auditory discrimination, vocabulary development, word analysis, reading comprehension, study and test taking skills, and leisure reading. Reading program evaluation indicated that third through ninth graders achieved 6-12 month gains in reading achievement grade equivalent scores. First and second grade students demonstrated a mean gain of six months. The Diagnostic Prescriptive Arithmetic program was utilized in math labs in conjunction with the Individualized Math System, teacher made materials, and instructional games. Evaluation of the math component showed mean grade equivalent gains of six months to one year. Data tables are included. (MK)

0308 ED 186 550
Chapline, Elaine
An Evaluation of Environmental Education/Communication Skill Program. Summer 1979. Final Report.
Community School District 27, Queens, N.Y.
Pub Date—Sep 79
Note--17p.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Compensatory Education, Content Area Reading, *Environmental Education, Junior High Schools, Program Descriptions, Program Evaluation, Reading Achievement, Reading Comprehension, *Reading Improvement, *Remedial Programs, Remedial Reading, *Summer Programs, *Writing (Composition), Writing Skills
Identifiers—Elementary Secondary Education Act Title I, New York (Queens)

The Environmental Education/Communication Skills program was designed to improve junior high school students' reading and writing skills. The key idea of the program was to motivate reading and writing improvement through environmental topic learning. Content focus areas were: orienteering, plant life, animal life, environmental problems, and future planning. A problem-solving approach and scientific method of investigation were stressed. Program evaluation focused on program operation and program effect. The program appeared to be fully implemented. The strengths of the program were seen as content base and focus for language arts activities, positive staff attitudes, staff preparation, basic organization of rotating groups in topic areas, availability and quality of materials and equipment, and supervision and coordination. Students' achievement in reading comprehension was evaluated pre and post by the Literal and Inferential comprehension subtests of the Stanford Diagnostic Reading Test. Fifty-eight percent of participating students reached or exceed the criterion in literal comprehension, 54% percent reached or exceeded the criterion in inferential comprehension. Ninety percent had acceptable scores on Writing Sample Characteristics Tests. Student and staff attitudes were evaluated using a questionnaire format. The staff felt the program was meeting its goals and should be maintained. Student responses were very positive. (MK)

0309 ED 186 551
An Evaluation of the ESEA Title I and Impact Aid Programs, Community School District 27, New York City Board of Education 1978-1979. Final Evaluation Report.
Community School District 27, Queens, N.Y.
Pub Date—Jul 79
Note--117p.
Pub Type— Reports - Evaluative (142) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Academic Achievement, *Bilingual Education, *Compensatory Education, Diagnostic Teaching, Educationally Disadvantaged, Elementary Education, Federal Programs, Individualized Instruction, Junior High Schools, *Mathematics Instruction, Paraprofessional School Personnel, Program Effectiveness, Program Evaluation, *Reading Programs, *Remedial Programs, Speech Communication
Identifiers—*Elementary Secondary Education Act Title I, Impact Aid

Results of the evaluation of Title I and Impact Aid programs conducted in District 27, Queens, New York, are presented in this report. Program components described include: (1) reading resource centers organized in 14 Title I elementary schools and 4 junior high and intermediate schools as well as the Impact Guidance Program operated in conjunction with the reading resource centers; (2) mathematics resource laboratories servicing elementary and junior high school Title I students and industrial arts mobile units offering similar services; (3) bilingual resource centers located in four elementary schools; (4) an oral communication laboratory program for students in grades 4-6 deficient in both oral language and reading skills; and (5) an optional assignment reading program for students attending other than their officially designated schools. All programs described made extensive use of individualized instruction based on a diagnostic/prescriptive method. Also discussed in this report are the evaluation procedure, which called for considerable parent involvement, and statistical analysis and data reporting procedures. (GC)

0310 ED 186 552
Frye, Thomas M. And Others
1979 Evaluation Report–Title I.
Community School District 23, Brooklyn, N.Y.
Pub Date—Jul 79
Note--51p.; Not available in paper copy due to light, broken print.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Compensatory Education, Compliance (Legal), *Early Childhood Education, Educationally Disadvantaged, Elementary Education, *English (Second Language), Federal Programs, Junior High Schools, *Parent Participation, Program Descriptions, Program Evaluation, *Remedial Mathematics, *Remedial Programs, *Remedial Reading
Identifiers—*Elementary Secondary Education Act Title I, New York (Brooklyn)

This document evaluates a five component title I program supported by Community School District 23, Brooklyn, New York. The five components were (1) Mathematics Program for third through eighth graders; (2) Reading Laboratories Program for third through eighth graders; (3) Early Childhood Program for Kindergarten through second graders; (4) English as a Second Language Learning Centers for bilingual first through eighth graders; and (5) Parent Involvement Program designed to service parents of Title I students. Each program was evaluated through interviews and classroom observations to determine if funding guidelines were met. All components were found to be functioning according to guidelines, and recommendations were made for program recycling. Data collection instruments are included. (MK)

0311 ED 186 554
Bonn, Robert L.
District E.S.E.A. Title I Programs and Impact Aid (PL 81-874) Programs. Final Evaluation Report, 1978-1979.
Community School District 21, Brooklyn, N.Y.
Pub Date—Jul 79
Note--32p.
Pub Type— Reports - Evaluative (142) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, *Compensatory Education, *Diagnostic Teaching, Educationally Disadvantaged, Elementary Education, Individualized Instruction, Junior High Schools, Paraprofessional School Personnel, Program Descriptions, *Program Effectiveness, Program Evaluation, *Reading Programs, Teacher Role
Identifiers—*Elementary Secondary Education Act Title I, *Impact Aid, New York (Brooklyn)

The District 21, 1978-79 Title I Reading Program had three basic components: (1) Augmented Reading Services, (2) Optional Assignment, and (3) Non Public Schools. The Augmented Reading Services component operated in six elementary schools, reaching a total of more than 1,300 students defined as below minimum competency and unserved by other programs. This component utilized a diagnostic/prescriptive approach and individual or small group instruction. Its effectiveness is reflected in the high ratios of actual to expected mean gains for program participants at each grade level. The Optional Assignment component served more than 300 educationally disadvantaged students in twelve non-Title I elementary schools. Like the first component, Optional Assignment showed greater than expected mean achievement gains at every grade level. A supplementary program, Impact Aid, made it possible for Augmented Reading Services and Optional Assignment to effectively serve an additional 245 students. The final component of the program was one in which paraprofessionals worked together with teachers assigned to three non-public schools located in District 21. Their efforts were helpful in providing individualization of instruction. Overall, the strength of the Title I reading program may be attributed to the small group instruction. Its effectiveness is reflected in the dedication of teachers and paraprofessionals and effective utilization of individualized, diagnostic/prescriptive instruction. (Author/GC)

0312 ED 186 555
Halliwell, Joseph
Community School District 20K. Reading Program for Optional Assignment, Title I - 5071-91627. Final Evaluation Report, 1978-79.
Community School District 20, Brooklyn, N.Y.
Pub Date—[79]
Note--14p.
Pub Type— Reports - Evaluative (142) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Compensatory Education, *Diagnostic Teaching, Elementary Education, *Federal Programs, Individualized Instruction, Junior High Schools, Program Descriptions, *Program Effectiveness, Program Evaluation, *Reading Programs, *Remedial Reading
Identifiers—*Elementary Secondary Education Act Title I, New York (Brooklyn)

Based on observations of all Title I reading teachers participating in the Program for Optional Assignment in District 20K, Brooklyn, New York, this report summarizes the program's policies, practices, and student achievement results. The program proposal called for assigning special reading teachers to work with second through ninth grade students, with 204 students in four schools ultimately served. The basic purpose of the program was to raise the reading achievement level of these Optional Assignment students by means of individualized and small group instruction. Requirements for student admission included economic disadvantage, residence in a Title I area, and a need for reading remediation. The principal feature of the program was a diagnostic/prescriptive approach to reading instruction based on individual needs. Teachers were well prepared and kept careful records on student progress. Space and equipment used by the program were adequate, though it is recommended that full size classrooms be found for the future, especially at the junior high school level. Measurement instruments utilized included the Stanford Early School Achievement Test (for second graders), the Stanford Reading Test, and a number of other diagnostic tests. Pre and post mean achievement data indicate highly positive gains at all grade levels. (Author/GC)

0313 ED 186 556
Kosky, Elizabeth
Community School District 20K, Non Public School Bilingual Program, Title I-5071-91626. Final Evaluation Report, 1978-79.
Community School District 20, Brooklyn, N.Y.
Pub Date—79
Note--20p.
Pub Type— Reports - Evaluative (142) — Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Bilingual Education, Compensatory Education, Elementary Education, Jews, *Language Skills, *Private Schools, Program Effectiveness, Program Evaluation, *Yiddish
Identifiers—*Elementary Secondary Education Act Title I, *New York (Brooklyn)

A bilingual Title I program conducted for 251 Yiddish speaking students in grades 1-8 is evaluated in this report. The objectives of the program, which operated in six Yeshivas in Brooklyn, New York's District 20, are outlined. Staffing instructional patterns, student eligibility and participation, and student achievement evaluation procedures are described. A statistically significant improvement in language achievement is reported for all eight grades, although greatest gains are shown to have occurred among students in the lower grades. This is attributed to the more frequent instruction (minimum three days per week) provided to these students. Also commented upon in the report are the quality of instructional services provided by the bilingual teachers and paraprofessionals, the provision of inservice staff training, and the public availability of information regarding the Title I bilingual program. Based upon the evaluation, it is recommended that this program be recycled. Also presented is a series of recommendations regarding administrative procedures, evaluation instruments employed, the coordination of the bilingual program with other Title I services, and frequency of instruction. (GC)

0314 ED 186 559
Bonn, Robert L.
Special Needs TESL Program, 1978-79, Final Report.
Community School District 20, Brooklyn, N.Y.
Pub Date—[79]
Note--9p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Audiolingual Methods, Elementary Education, *English (Second Language), Individualized Instruction, Junior High Schools, Non English Speaking, Program Evaluation, *Resource Room Programs, Second Language Instruction, *Second Language Programs, Small Group Instruction
Identifiers—*New York (Brooklyn)

The Teaching English as a Second Language Program was developed as a response to the needs of a multicultural population. It provides services geared to the individual needs of non-English speaking children in elementary and junior high schools. Children were seen for five 40 to 45 minute periods weekly in groups of 10 to 12. An audio-lingual method of instruction was used. Program evaluation was based on observations, interviews, and pre and post test results. The TESL program proved effective in nine out of ten grade levels and met the need for which it was intended. Strengths of the program were found to be the pull-out approach (children were taken from their regular classes for special services) and the small group/individualized instruction using audio-lingual teaching aids. The evaluation showed that the staff was enthusiastic and the administrative organization was capable. (MK)

0315 ED 186 560
Streit, Fred Spack, Eliot G.
Community School District #10 (N.Y.C.), Title I ESEA - B/E 5051-91620, Impact Aid - B/E 5051-98720. Final Evaluation Report, 1978-1979.
Community School District 10, Bronx, N.Y.
Pub Date--Jul 79
Note--61p.; Not available in paper copy due to light print.
Pub Type— Reports - Evaluative (142) — Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Achievement, Administrator Attitudes, Compensatory Education, *Educationally Disadvantaged, Elementary Secondary Education, Federal Programs, Individualized Instruction, Junior High Schools, *Mathematics Instruction, Paraprofessional School Personnel, Private Schools, Program Effectiveness, Program Evaluation, Public Schools, *Reading Programs, *Remedial Programs, Teacher Attitudes
Identifiers—*Elementary Secondary Education Act Title I, Impact Aid, *New York (Bronx)

The following Title I and Impact Aid programs carried out in Bronx, New York's Community School District 10 are evaluated in this report: (1) a reading program providing remedial instruction to students in grades K-9; (2) a non public school component providing remedial reading and mathematics instruction to eligible students in grades 1-8 at private schools located within the district; (3) an Optional Assignment Reading Program for students in grades 7-9. A major goal of all three programs was to significantly increase the achievement of students from educationally disadvantaged backgrounds. Program objectives were achieved in the K-9 reading program and the non public school component, though not in the Optional Assignment Reading Program. Data presented in this evaluation include: program objectives, classroom observation reports, interview data from teachers, educational assistants and parents of participating students, pre and post achievement test results, and the status of objective attainment for each component. (Author/GC)

0316 ED 186 561
Tilis, Howard S. And Others
An Evaluation of the PSEN Reading and Bilingual Program 1978-79.
Community School District 6, New York, N.Y.
Pub Date—Aug 79
Note--25p.; Not available in paper copy due to light print in the original.
Pub Type— Reports - Evaluative (142) — Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Academic Achievement, *Bilingual Education, Diagnostic Teaching, Elementary Education, *English (Second Language), Greek, Individualized Instruction, Language Skills, *Program Effectiveness, Program Evaluation, *Remedial Reading, Spanish
Identifiers—*New York (New York)

The District 6 program for Pupils with Special Educational Needs (PSEN) was designed to provide (1) supplementary reading instruction to English speakers, and (2) bilingual instruction and reading skills, including English as a Second Language (ESL), to Spanish and Greek speakers. A total of 3,856 kindergarten through third grade children and 227 fourth through eighth graders were served by the program. In the reading component, small group and individualized instruction were provided to children deficient in reading skills, following a sequential diagnostic/prescriptive model. The bilingual component of the PSEN program was designed to improve the Spanish or Greek of participants through reading instruction in the child's native language, as well as to improve the child's English language proficiency. The evaluation design for the District 6 PSEN program specified both process and product evaluation, and focused on the degree to which program objectives were being implemented. Results of the evaluation are presented in this report. Included are reading achievement data, information on staffing and instructional practices, and data acquired through observations and interviews focusing on teacher, paraprofessional, and administrator attitudes toward the program. Recommendations for improving the program are offered regarding bilingual instructional guidelines, diagnostic testing, and the utilization of ESL materials. (Author/GC)

0317 ED 186 562
Tilis, Howard S. Conde, Aquiles
Evaluation of the 1978-79 United States Elementary and Secondary Education Act–Title I and Impact Aid Programs in Community School District 6, New York, N.Y.
Community School District 6, New York, N.Y
Pub Date—Nov 79
Note--68p
Pub Type— Reports - Evaluative (142) — Numerical/Quantitative Data (110)
EDRS Price - MF0: /PC03 Plus Postage.
Descriptors—Academic Achievement, Administrator Attitudes, *Compensatory Education, Diagnostic Teaching, Educationally Disadvantaged, Elementary Secondary Education, *English (Second Language), Federal Programs, Individualized Instruction, Junior High Schools, *Mathematics Instruction, Paraprofessional School Personnel, Program Effectiveness, Program Evaluation, *Reading Programs, *Remedial Programs, Spanish Speaking, Teacher Attitudes
Identifiers—*Elementary Secondary Education Act Title I, Impact Aid, *New York (New York)

The following programs funded under Title I and Impact Aid and implemented in New York City's Community School District 6 are evaluated in this report: (1) the Program for Corrective Reading for eligible students in grades 3-6; (2) the Junior High School Reading Lab Program; (3) Project Striver, designed to provide supplementary reading instruction to pupils in grades 4, 5, and 6; (4) the Math Laboratory Program for the elementary and junior high levels and a supplementary Math Lab Impact Aid program; (5) an English as a Second language (ESL) program for Spanish speaking students in grades 3-9; (6) Project Success, and intensive reading and mathematics program for severely educationally retarded students in grades 4-7; (7) a non public school component which operated in four parochial schools for eligible students in grades 1-8. For each component, the goals and target population are described, evaluation procedures are reviewed, program activities are outlined, and student achievement data are presented. The results of questionnaires administered to teachers, paraprofessionals and principals are also included in the report. (GC)

0318 ED 186 563
Weiss, James And Others
Community School District #5 1978-79 Title I Decentralized Programs. Evaluation of the New York City School District 5 Educational Projects Funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10) Performed for Community School District 5 for the Year 1978-79. Final Evaluation Report.
Community School District 5, New York, N.Y.
Pub Date—Feb 80
Note--58p.
Pub Type— Reports - Evaluative (142) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Academic Achievement, *Compensatory Education, Diagnostic Teaching, Educationally Disadvantaged, Elementary Education, *English (Second Language), Federal Programs, Individualized Instruction, Junior High Schools, Mathematics Instruction, Program Effectiveness, Program Evaluation, *Reading Programs, *Remedial Programs
Identifiers—*Elementary Secondary Education Act Title I, *New York (New York)

Three programs, one in reading, one in mathematics and one English as a Second Language (ESL) component, are described in this evaluation. The programs were designed to provide remedial instruction to students in New York City's Community School District 5. For each program component, data presented in this report include: a description of program objectives, target population, and principal activities; student achievement data; and evaluator observations and recommendations. (GC)

0319 ED 186 796
Gibson, Jessie M. Jones, Yvonne
A Social Skills Guide for Parents to Help Children Cope.
Philadelphia School District, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C. Right to Read Program.
Pub Date—79
Note--83p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Black Culture, Child Development, *Child Rearing, Elementary Secondary Education, Home Study, *Interpersonal Competence, *Parent Child Relationship, *Parent Responsibility, Parents, *Skill Development, Training Methods

This booklet is designed to assist parents help their children "get along" with others, and is based on the premise that the ability to relate well to others is essential to good mental health and success in the home, in the classroom, and on the job. The materials focus on the following topics: (1) the use of role play, questioning and responding activities for basic social skill development, including how to receive and give criticism, compliments and apologies; (2) strategies for sensitizing children to their feelings as well as the feelings and behaviors of those with whom they come in contact; and (3) techniques for developing children's sense of self worth and responsibility for their actions, and suggestions for coping with the actions of others. Two "feeling" words which are common expressions in Black idiomatic speech, "having an attitude" and "evil," are included as one way to help Black users of the booklet better understand their children. (Author)

0320 ED 187 779
School Desegregation Proposal.
Chicago Urban League, Ill. Dept. of Research.
Pub Date—[79]
Note--21p.; For a related document, see UD 020 463.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Desegregation Plans, Economic Factors, Elementary Secondary Education, *Racial Composition, *School Desegregation, *School District Reorganization, Urban Schools
Identifiers—*Illinois (Chicago)

This paper presents the Chicago Urban League's (CUL) proposal for desegregating Chicago's public schools, developed in response to the demands of the State Board of Education and to local resistance against integration requirements. The CUL plan is based upon revisions of administrative sub-districts,and allows for a variety of racial compositions within sub-districts with attention also given to economic class factors. Under the plan, Chicago is divided into 24 sub-districts. The measure of average student miles for the sub-districts ranges from .77 to 2.79. Racial compositions of the sub-districts vary, with three sub-districts (as opposed to the current 11) serving more than the desirable maximum, 80%, of the total population from one racial group. The percentage of economically disadvantaged students also varies, with only two (as opposed to the current six) sub-districts serving a population of more than the desirable maximum of 50% poverty students. The total enrollment per sub-district is between 10,000 and 20,000 pupils. (MK)

0321 ED 187 780
"Access to Excellence": An Analysis and Commentary on the 1978-79 Program Proposals.
Chicago Urban League, Ill. Dept. of Research.
Pub Date—[79]
Note--77p.; For a related document, see UD 020 462.
Pub Type— Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Board of Education Policy, Community Attitudes, *Desegregation Methods, *Desegregation Plans, Elementary Secondary Education, Program Descriptions, School Demography, *School Desegregation, School Segregation, Urban Schools, Voluntary Desegregation
Identifiers—*Illinois (Chicago)

This paper constitutes the Chicago Urban League's criticism of "Access to Excellence," the voluntary school desegregation plan proposed by the Chicago Board of Education. It is held that the plan will probably do more harm than good toward the desegregation of Chicago Public Schools. The Urban League claims that "Access to Excellence" is elitist in design, misleading in its goals, dishonest in character, and that it institutionalizes the prospect of continued second class status for most of Chicago's minority students. General concerns expressed about the plan include its lack of provision for mandatory participation by students, elitism in program design and placement, and the continued isolation of minority group students. Components of the plan are described and the number of programs to be initiated under each component, the number of student placements, and program costs are indicated. The desegregation potential of each component program is discussed. (MK)

0322 ED 187 788
Bonn, Ethel V.
Community School District 20K, Strengthening Early Childhood Bilingual, Title I–5071-91622. Final Evaluation Report, 1978-79.
Community School District 20, Brooklyn, N.Y.
Pub Date—[79]
Note--8p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Compensatory Education, *English (Second Language), *Language Skills, Paraprofessional School Personnel, Primary Education, *Program Effectiveness, Program Evaluation, *Second Language Programs, Spanish Speaking
Identifiers—*Elementary Secondary Education Act Title I, *New York (Brooklyn)

The Strengthening Early Childhood (Bilingual) program was designed to develop English language skills for pupils in grades one and two who were below the twenty-first percentile when tested on the Language Assessment Battery (LAB) in English. One hundred thirty-eight students were seen by three teachers and three paraprofessionals in groups of ten for five 40 to 45 minute periods of instruction weekly. The program was evaluated through interviews, classroom observations, and analysis of pre and posttest LAB data. The program was found to be operating effectively and to be meshing with several other school programs in that it provided additional English instruction to children drawn from Spanish dominant classes. LAB results indicated that mean gains were achieved at both grade levels. Fifty percent of the participants reached the twenty-first percentile by the end of the program. Grade two students who had received reading instruction were tested by the Metropolitan Achievement Test and were found to have gained an average of thirteen months in grade equivalent achievement scores. Recommendations include recycling of the program, separate testing for eligibility and evaluation, and training of staff personnel in record keeping. (MK)

0323 ED 187 789
Silverman, Dorothy Bank, Stanley
Title I. Final Evaluation Report, Summer 1979.
Community School District 8, Bronx, N.Y.
Pub Date—[79]
Note--56p.; Not available in paper copy due to smudged print.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF0: Plus Postage. PC Not Available from EDRS.
Descriptors—Compensatory Education, Elementary Secondary Education, *Parent Participation, *Program Effectiveness, Program Evaluation, Remedial Mathematics, *Remedial Programs, *Remedial Reading, *Summer Programs, Writing Instruction
Identifiers—*Elementary Secondary Education Act Title I, Impact Aid, *New York (Bronx)

This document presents evaluations of summer Title I and Impact Aid reading, writing, and mathematics programs and their Parental Involvement component. The Title I and Impact Aid programs are briefly described as are the evaluation procedures, program activities, program materials, interviews with staff members, process evaluation findings, and recommendations. Quantitative evaluation was accomplished by a pre/posttest design utilizing the Stanford Diagnostic Reading Test. These findings are presented separately. The Parental Involvement Component evaluation includes information on background, procedure, findings, observations, and recommendations. Programs were found to be functioning well and recycling was recommended in all cases. Quantitatively, 47.8% of participating students made gains in reading while 33.6% maintained their initial levels. Test results for the remaining students indicated losses in achievement. (MK)

0324 ED 187 791
Knight, Michael E.
Evaluation of Title 1 Program, Community School District 31, New York City. 1978-79 School Year. Final Report, Diagnostic-Prescriptive Program in Mathematics.
Community School District 31, Staten Island, N.Y.
Pub Date—19 Oct 79
Note—16p.; Not available in paper copy due to broken print
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Compensatory Education, Computation, Diagnostic Teaching, Elementary Education, Junior High Schools, Measurement, Number Concepts, Problem Solving, Program Descriptions, *Program Effectiveness, Program Evaluation, *Remedial Mathematics, *Remedial Programs, *Resource Room Programs
Identifiers—*Elementary Secondary Education Act Title I, *New York (Staten Island)

This program was designed to improve mathematics achievement by directing intervention toward diagnosed deficiencies in number concepts, computational skills, relationships among measures, and problem solving. Four hundred and twenty second through eighth grade students participated in the program. Math lab rooms were established in each of seven participating schools where students were seen in whole class and small group settings. Process evaluation was accomplished through a rating scale utilized by the evaluator during observation. Rating results indicated that the program functioned at an extremely high level with no ratings below the "fair" category. Quantitative evaluation was based on a pre/posttest design using the Stanford Diagnostic Mathematics Test. In all cases, at all grade levels, actual posttest means indicated significant gains in achievement and exceeded predicted posttest means. The report includes recommendations for future program implementation. (MK)

0325 ED 187 792
Knight, Michael E.
Evaluation of Diagnostic/Prescriptive Reading Program, Community School District 31, New York City. 1978-79 School Year. Final Report.
Community School District 31, Staten Island, N.Y.
Pub Date—19 Oct 79
Note—17p.; Not available in paper copy due to light, broken print.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Compensatory Education, *Diagnostic Teaching, Elementary Education, Program Descriptions, *Program Effectiveness, Program Evaluation, Program Implementation, Reading Centers, *Remedial Programs, *Remedial Reading
Identifiers—*Elementary Secondary Education Act Title I, *New York (Staten Island)

Five hundred twenty-six second through sixth graders were identified as needing supplementary reading instruction, their specific needs were diagnosed, and intensive prescriptive instruction was provided. A lab oriented learning center environment was prescribed which included a listening/viewing center, a decoding center, a game center, a library center, and writing centers. The program was evaluated qualitatively through observation using a rating scale. Quantitative evaluation was accomplished with a pre/posttest design using the Stanford Diagnostic Test. Examination of rating scale data indicates a profile of successful implementation. The vast majority of ratings were in the "very good" and "excellent" categories, with no program characteristics rated as "poor" or "very poor." Pre and posttest means indicate gains in mean grade equivalent achievement at all grade levels. At each grade level the actual posttest mean was higher than the predicted posttest mean. Evaluators found no weaknesses in the program. (MK)

0326 ED 188 300
School Size and Pupil Costs, Reviewed for 1979-80. 1980 APS Planning Document 2.
Albuquerque Public Schools, N. Mex.
Pub Date—Feb 80
Note—63p.; For related documents, see ED 114 908 and ED 153 365.
Available from—Director, Organization, Analysis & Research, Albuquerque Public Schools, P.O. Box 25704, Albuquerque, NM 87125 (first copy $8.50; all additional copies $4.25)
Pub Type— Reports - Descriptive (141) — Numerical/Quantitative Data (110)
Document Not Available from EDRS.
Descriptors—Educational Facilities, Elementary Schools, Elementary Secondary Education, Enrollment Rate, Enrollment Trends, *Expenditure Per Student, High Schools, Middle Schools, *School District Spending, *School Size, Special Education, Tables (Data)
Identifiers—*Albuquerque Public Schools NM

The ninth annual report on optimal school size for New Mexico's Albuquerque Public Schools presents enrollment and cost figures for the district's elementary, middle, and high schools and for its special education programs. From these data are drawn the minimum school size for economic operation and the maximum school size for effective learning at each educational level. The figures indicate that declining enrollment at the middle and high school levels affected optimal school sizes, while upper and lower limits for elementary schools remained relatively unchanged from those of a year before. Extensive tables relate school size and costs per pupil and relate school size, occupancy rates, and administrative and instructional costs. Additional tables present transportation cost figures and overall summaries. (PGD)

0327 ED 188 354
Single Skills Training Courses–E.S.E.A. Title IV-C. Final Evaluation Report.
District of Columbia Public Schools, Washington, D.C.
Pub Date—Jan 80
Note—60p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Competency Based Education, *Disabilities, Elementary Secondary Education, *Inservice Teacher Education, *Mainstreaming, Program Descriptions, Program Evaluation
Identifiers—*District of Columbia, *Single Skills Training Courses

The document–over half of which consists of appendixes–presents the final evaluation report of Single Skills Training Courses, a project designed to provide short inservice training modules to teachers and administrators in the District of Columbia in the areas of competency based curriculum implementation and the mainstreaming and teaching of handicapped children. Aspects covered include project background and objectives, evaluation, and results. Eighteen courses were offered representing the preferences of 72% of the respondents to a needs assessment survey. The average course enrollment was 14.5. Participants perceived the courses as being valuable and enjoyable, and 86% of the participants earned recertification credit. (DLS)

0328 ED 188 495
Lee, Alice
The Earth's Treasure: Soil.
San Francisco Unified School District, Calif. Chinese Bilingual Pilot Program.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Note—15p.
Language—Chinese
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Bilingual Education, *Chinese, Class Activities, Junior High Schools, *Native Language Instruction, Secondary School Science, *Soil Science
Identifiers—Elementary Secondary Education Act Title VII

This science unit is designed primarily for newcomer Chinese students and for those who are continuing in the Chinese Bilingual Pilot Program, sponsored through the Elementary and Secondary Education Act, Title VII. It is designed for limited and non English speaking students. The unit is on kinds of soils and how poor soil is made better. Activities, experiments, and a list of main terms in both languages are included. Answers to the activities are provided. (SW)

0329 ED 188 496
Lee, Alice
The Sun-Planets-The Moon.
San Francisco Unified School District, Calif. Chinese Bilingual Pilot Program.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Note—48p.
Language—Chinese
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Astronomy, *Bilingual Education, *Chinese, Class Activities, Junior High Schools, *Native Language Instruction, Secondary School Science
Identifiers—Elementary Secondary Education Act Title VII

This science unit is designed primarily for newcomer Chinese students and for those who are continuing in the Chinese Bilingual Pilot Program, sponsored through the Elementary and Secondary Education Act, Title VII. It is designed for limited and non English speaking students at the middle school level. The three sections of the unit cover the sun, the planets, and the moon. At the end of each section, a list of main terms in Chinese and English, activities, and experiments are included. Answers to the activities are provided at the end of the book. (SW)

0330 ED 188 497
Moy, Mary C. And Others
A Multicultural Social Studies Series for C.S.L. Students, Book 2.
San Francisco Unified School District, Calif. Chinese Bilingual Pilot Program.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Note—66p.
Language—Chinese
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Asian Studies, Bilingual Education, *Chinese, *Chinese Culture, *Cultural Education, Junior High Schools, Multicultural Education, Multicultural Textbooks, *Second Language Instruction, *Social Studies
Identifiers—Elementary Secondary Education Act Title VII

A multicultural social studies text for junior high school students of Chinese as a second language is presented. This level two text is designed for the Chinese Bilingual Pilot Program sponsored through the Elementary and Secondary Education Act, Title VII. The book consists of 25 lessons with no more than 50 characters each. Each lesson has a list of terms in both Chinese and English, vocabulary, and exercises. Answers to the exercises and a bilingual glossary are included. Lessons cover the following: Asia, monsoon, Malaysia, Borneo, Asian countries, caste in India, the women of Asia, Confucius, "soul" in Japanese, law in old China, Japan, the changing world in India, farming in China today, school days in China, acupuncture, Han Fei Tzu, Siddhartha Gautama, Gandhi, Mao Tse-tung, food or famine, changes in Chinese farming, poverty, the Olympic games, and success. The text is designed to be used along with the "World Studies Inquiry Series: Asia" and a "Multicultural Social Studies Series: Asia." (SW)

0331 ED 189 127

Goodwin, Judy

Follow Through Program (Original), 1978-1979. Report No. 8023.

Philadelphia School District, Pa. Office of Early Childhood Programs.

Pub Date—Feb 80

Note--58p.

Pub Type— Reports - Evaluative (142) -- Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, *Ancillary School Services, *Compensatory Education, Elementary School Mathematics, *Parent Participation, Participant Satisfaction, Primary Education, *Program Effectiveness, Program Evaluation, Questionnaires, Reading Achievement, School Health Services, *Staff Development, Student Teacher Ratio, Teaching Models

Identifiers—California Achievement Tests, Elementary Secondary Education Act Title I, *Project Follow Through

Philadelphia's Follow Through program in 14 schools was evaluated in terms of its educational, staff development, parent involvement, health services, and social services components. Cross-sectional reading and mathematics achievement data indicated that the Follow Through participants outperformed the non-Follow Through Title I group. Quasi-longitudinal achievement data were consistent with these findings, indicating that pupils with maximum exposure to Follow Through in grades 1-3 outperformed Title I non-Follow Through pupils, regardless of preschool experience. Classroom observation data indicated different behaviors were present in classrooms using the different Follow Through models: Bank Street, Behavior Analysis, Bilingual, Educational Development Center, Parent Implemented, and Philadelphia Process. Teachers and aides participated in staff development workshops and consultations; most felt that these activities had produced changes in the classroom. Parent involvement included fund raising, training, and providing policy and budget advice, at the approximate rate of 14.3 hours per family. Health services data showed that in fourteen schools, nine had contracts for supplemental medical services, five for dental services, and six for psychological services. All of the schools employed Parent Involvement Coordinators, who assisted almost half of the families needing social service assistance. (Staff questionnaires and data tables are included). (Author/GDC)

0332 ED 189 188

Gersten, Russell M. Carnine, Doug

Measuring Implementation of the Direct Instruction Model in an Urban School District: An Observational Approach.

Oregon Univ., Eugene.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Apr 80

Grant—OEG-00-7507324

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Achievement Gains, *Classroom Observation Techniques, Compensatory Education, Competency Based Teacher Education, Elementary School Teachers, *Inservice Teacher Education, Primary Education, *Program Implementation, *Skill Development, Teacher Aides, Teacher Evaluation, Teaching Methods, *Test Reliability, *Test Validity

Identifiers—*Direct Instruction Supervision Code, Distar Reading Program, Levels of Use Interview, Project Follow Through

During an extensive inservice program, teachers and aides in 20 kindergarten and first grade Follow Through Classrooms were observed for mastery of the Direct Instruction Model. Two trained observers used the Direct Instruction Supervisor Code to record behavior in the fall, winter, and spring. Subjects were observed while teaching a 12 minute lesson in reading or oral language. Mastery was hierarchical: most subjects mastered the two basic components (formats and signals) within two months, and the remaining components (corrections, pacing, and student accuracy) by May. Reliability and validity of the Code, and students' achievement gains were also examined. Code scores had high interobserver reliability and low to moderate reliability between fall and winter observations. Scores had moderate concurrent validity with supervisor ratings and discriminated well between high and low implementers. All aides and teachers scored poorly on Loucks' Levels of Use interview for assessing educational innovations. its validity for a performance based model, such as Direct Instruction, was questioned. Correlations with scores on the Comprehensive Tests of Basic Skills were low for pacing and formats, and moderate for the remaining components. Tracing skill mastery over long periods (1-2 years) can offer valuable information for inservice training. (CP)

0333 ED 189 205

A Bibliography of Multi-Cultural & Non-Sexist Resource Materials.

Massachusetts State Dept. of Education, Boston. Bureau of Equal Educational Opportunities.

Pub Date—Jan 80

Note--60p.

Pub Type— Reference Materials - Bibliographies (131) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Annotated Bibliographies, Audiovisual Aids, *Equal Education, Ethnic Stereotypes, *Instructional Materials, *Media Selection, *Multicultural Education, Publications, Resource Centers, *Resource Materials, *Sex Fairness, Sex Stereotypes

This annotated bibliography, designed for use by teachers and administrators, is intended to assist in the implementation of the Massachusetts Equal Educational Opportunity law. It is divided into five sections: (1) Audio-Visual Materials (films, filmstrips, kits, slides, videotapes and educational television programs); (2) Curriculum and Training Materials; (3) Books and Handbooks; (4) Newsletters and Periodicals; and (5) Additional Resources (organizations, agencies and publishers). Resources are listed according to appropriate age and/or grade levels. Information on the availability and content of materials is included. (Author/MK)

0334 ED 189 230

Anderson, Nancy W.

Proposed Master Plan for Magnet Schools.

Cleveland Public Schools, Ohio.

Pub Date—29 Feb 80

Note--177p.; Prepared by the Planning Committee on Magnet Schools in response to the Federal District Court Orders.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Desegregation Plans, *Educational Planning, Elementary Secondary Education, *Magnet Schools, Master Plans, *Program Design, Program Development, Program Proposals, Racial Balance, School Desegregation, Urban Schools

Identifiers—*Ohio (Cleveland)

In light of court orders and recommendations by the Cleveland Board of Education, the Magnet Schools Planning Committee convened to reconsider earlier magnet school plans, review recent literature related to magnet schools, conduct a needs assessment, enlist the evaluation aid of experts in the field of magnet schools, study magnet school programs operating in other urban areas, and write a master plan (in the form of recommendations) for developing magnet schools. This report contains the overall results of the committee's work. The procedures section of the report presents information on the committee's work, the use of experts for evaluation, studies of programs in other cities, and results of the needs assessment. The findings section contains information on community involvement, linkage of magnet schools to non-school agencies, site selection, staff selection and training, cost factors, student recruitment and admissions, evaluation, program development, and planning goals. The final section includes conclusions and recommendations regarding the aforementioned areas. (MK)

0335 ED 189 238

Schoener, John E. Schwager, Istar

Title I Children's Program: Learning to Read through the Arts. Developer/Demonstrator Project, National Diffusion Network, United States Office of Education. Evaluation Report 1978-79.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date—[79]

Note--18p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Art Activities, *Art Education, Compensatory Education, Demonstration Programs, Elementary Education, Federal Programs, *Language Experience Approach, *Museums, Program Descriptions, Program Effectiveness, Program Evaluation, Reading Achievement, *Reading Programs, Validated Programs

Identifiers—*Elementary Secondary Education Act Title I, National Diffusion Network Programs, New York (New York)

This is an evaluation of a program designed to improve the reading skills of Title I eligible children in grades 4-6 through the integration of a total art program with a total reading program. A total of 1,176 New York City school children were served by the program, which was conducted by the Board of Education in association with five city museums. Presented in this evaluation are a brief description of program activities and achievement objectives, as well as the results of the California Achievement Test (pre and post) and the Wisconsin Design Skill Development Test, both of which were administered to participating students. Based on these results it is concluded that the Title I "Learning to Read Through the Arts" project was a success. Recommendations are offered regarding: (1) the expansion of the program within New York City and as a nationwide resource center; (2) expansion of the student population served to include special education students, bilingual students, and students younger than 4th grade; (3) expansion of evaluation procedures to focus on other than reading skills; and (4) the continued allocation of funds for the development of training materials. (GC)

0336 ED 189 247

Curin, Arthur A.

E.S.E.A. Title VII Multilingual Program, S.U.B.E., AVANTI, and HABILE. Final Report, 1978-1979.

Community School District 32, Brooklyn, N.Y.

Pub Date—[79]

Note--90p.; For a related document see ED 181 118.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Bilingual Education, *Curriculum Development, *Educational Objectives, Federal Programs, French, Haitian Creole, Italian, *Parent Participation, Program Descriptions, Program Effectiveness, Program Evaluation, Spanish, *Staff Development

Identifiers—*Bilingual Education Act 1968, *New York (Brooklyn)

Separate evaluations of three Title VII bilingual education programs carried out in elementary and junior high schools in Brooklyn, New York, are presented in this report. The programs are S.U.B.E. (Success Under Spanish Bilingual Education); AVANTI (an approach to Italian bilingual education); and HABILE (Haitian Bilingual Education), which taught both Creole and French (as well as English) to participating students. For each program, objectives regarding instruction, curriculum, staff development, and parent involvement are described. Evaluation design and data analysis procedures are also outlined. Previous evaluation findings are reviewed and comments are offered on compliance with their recommmendations. Physical setting, materials and equipment, parent involvement, and adherence to Federal Title VII guidelines are evaluated for each of the programs. It is concluded that: (1) S.U.B.E. was a success and should be refunded in its present form; (2) AVANTI was successful, but should shift its foci to parent education regarding children's career possibilities, expanded bilingual guidance counseling, and materials development; and (3) HABILE should be refunded, but improvements in the areas of student participation, staff language usage and English competency, student instructional grouping, and curriculum development should be sought. Appended to the report are observation and evaluation forms and personal resumes of the evaluators. (GC)

0337 ED 189 248

Benedict, Annette

P.S. 332 Title VII Program, District Model for Bilingual Development. Final Evaluation Report, 1978-79.

Community School District 23, Brooklyn, N.Y.
Pub Date—[79]
Grant—G007604886
Note--20p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Bilingual Education, Elementary Education, Federal Programs, Parent Participation, *Program Effectiveness, Program Evaluation, Spanish Speaking
Identifiers—*Bilingual Education Act 1968, *New York (Brooklyn)

This is an evaluation of a Title VII bilingual education program carried out for Spanish and English dominant children in grades K-6 at Public School 332 in Brooklyn, New York. The aims of the program were to develop students' abilities to speak, read, and write English, to enable Spanish speaking children to interact with their English speaking peers, and to provide for bilingual staff development, parent and community involvement, and the development of instructional materials. In addition, goals were set for student achievement in the areas of mathematics, social studies, science, and cross cultural understanding. Staffing, instructional practices, and in-class and extracurricular activities are described in this report. Also presented are pre and post test scores, indicating achievement in reading, vocabulary, comprehension, mathematics, history, and culture for students at most grade levels. Brief recommendations are offered in the areas of classroom assignment of Spanish speaking pupils, outreach to surrounding schools, the incorporation of music and dancing into the curriculum, and the teaching of test-taking skills to participating students. (GC)

0338 ED 189 249

Marin, Genaro

Title VII Project Sabor, 1978-1979. Final Evaluation Report.

Community School District 8, Bronx, N.Y.
Pub Date—[79]
Note--21p.; Not available in paper copy due to reproduction quality of original document.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Bilingual Education, Elementary Education, *Federal Programs, Junior High Schools, *Program Effectiveness, Program Evaluation, *Spanish Speaking
Identifiers—*Bilingual Education Act 1968, *New York (Bronx)

An evaluation of Project SABOR, a bilingual education program funded under Title VII and carried out in seven elementary and junior high schools in the Bronx, New York, is presented in this paper. First the evaluation design is described. Then the program is outlined, with information presented regarding its educational objectives, number of students projected and enrolled, language proficiency of students (three-quarters were identified as having limited English proficiency), teacher/student ratio, staffing patterns, materials and equipment, classroom activities, staff training, and instructional activities. Program objectives accomplished by the end of the first year of SABOR are identified. The opinion is expressed that, although the program's objectives were too ambitious and administrative problems hampered its early implementation, the program should be continued. Extensive recommendations regarding instructional materials, additional bilingual staff, staff training, and the expansion of instruction to younger grades (the program currently serves only grades 4-8) are also offered. (GC)

0339 ED 189 252

Kern, Michael H.

The Impact of Federal Evaluation Legislation on Larger Urban School Districts.

Pub Date—Sep 79
Note--13p.; Paper presented at the symposium on "Evaluation Policy in Federally Funded Programs: Lessons from Title I" at the annual meeting of the American Psychological Association (New York, NY, September 1-5, 1979).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Compensatory Education, Elementary Secondary Education, *Evaluation Methods, *Evaluation Needs, Federal Legislation, Federal Regulation, Policy Formation, *Program Evaluation
Identifiers—Education Amendments 1974, *Elementary Secondary Education Act Title I, Pennsylvania (Philadelphia)

The Educational Amendments Act of 1974 added an evaluation requirement to Title I legislation. Models of evaluation were required to specify techniques and criteria which facilitate comparisons of programs on a statewide or nationwide basis. The School District of Philadelphia conducted simulated studies of three evaluation models to determine implementation problems and barriers regarding Title I evaluation and considered how these experiences should guide Federal policy and legislation in other programs. Four categories of barriers to smooth implementation were identified: (1) validity of evaluative measurement devices; (2) accuracy of systems for sampling, testing, and evaluation; (3) aggregation issues regarding levels at which results can or should be used; and (4) issues of interpretation and application of data. It was concluded that Title I evaluation models may be theoretically sound; however, application may lead to inconsistencies. (Author/MK)

0340 ED 189 254

Schenker, Joseph H. And Others

Title VII Junior High School Bilingual Program, 1978-79. Final Evaluation Report.

Community School District 15, Brooklyn, N.Y.
Pub Date—[79]
Grant—G007700584
Note--10p.; Not available in paper copy due to broken print.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Academic Achievement, *Bilingual Education, Federal Programs, *Italian, Italian Americans, Junior High Schools, *Program Effectiveness, *Spanish, Spanish Speaking
Identifiers—*Bilingual Education Act 1968, *New York (Brooklyn)

This is the report of the evaluation of a Title VII bilingual bicultural program with both Spanish-/English and Italian/English components. The program, which operated in three public and one private school in District 15, Brooklyn, New York, was designed to provide reading instruction in English and the student's native language, mathematics and social studies instruction (native language), and to develop a career awareness program, staff development training, an inservice undergraduate and graduate program, a bilingual learning and materials dissemination center, and a parent education and participation program. In this report, student test data are presented as indicators of the Title VII program's instructional objectives. It is concluded that, although the objectives were not met in the areas of reading and mathematics, the language assessment measure indicates that the program has had a considerable positive effect. Recommendations are offered for improving future evaluation designs. (Author/GC)

0341 ED 189 255

Fox, Louise W. Fox, David J.

ESEA Title VII, Program for Achievements in Chinese, English and Spanish (PACES). Interim Report, 1978-79.

Community School District 2, New York, N.Y.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—[79]
Grant—G007700415
Note--38p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, *Bilingual Education, Chinese, *English (Second Language), Junior High Schools, Program Descriptions, *Program Effectiveness, Program Evaluation, Spanish, Spanish Speaking, Staff Development
Identifiers—*Bilingual Education Act 1968, *New York (New York)

The primary goals of the Program for Achievement in Chinese and English and Spanish was to provide for the special linguistic, academic, and cultural needs of Chinese and Spanish speaking students in grades seven, eight, and nine. Program activities capitalized on students' native language proficiency while they developed competency in English. Program components included instructional activities, staff development, parent and community involvement, and curriculum and resource center development. Evaluation of the program was completed through the use of pre/posttest student achievement data and questionnaires completed by teachers. Questionnaire findings indicated that the staff development component was successful. Achievement test data indicated inconsistent attainment of goals in both Chinese-English and Spanish-English components across all grade levels. Recommendations for future program implementation are included. (MK)

0342 ED 189 256

Benedict, Annette

Title VII–Individualized Bilingual Instructional System. Final Evaluation Report, 1978-1979.

Community School District 23, Brooklyn, N.Y.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—[79]
Grant—G007804524
Note--25p.; Not available in paper copy due to light print.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Academic Achievement, *Bilingual Education, Elementary Education, Federal Programs, Individualized Instruction, *Parent Participation, Program Effectiveness, Program Evaluation, *Spanish Speaking, *Staff Development
Identifiers—*Bilingual Education Act 1968, *New York (Brooklyn)

This is an evaluation of a Title VII bilingual education program carried out for Spanish speaking students in grades K-5 at Public School 155 (P.S. 155), Brooklyn, New York. A brief background of Title VII legislation is given. Instructional goals, staff development, parent involvement, and the development of a bilingual curriculum are listed as general objectives of the legislation. Specific objectives for the program at P.S. 155 are outlined. These include parent involvement and staff development, as well as student achievement in English and Spanish reading, mathematics, and bicultural education. Student progress is indicated by results from pre and post test scores. Other school and extracurricular activities undertaken as part of the program are also described. It is concluded that the P.S. 155 Title VII program was a general success, benefitting students, staff, and parents. Brief recommendations are offered in the areas of improved student records, expanded school activities, staff roles, and the extension of the program to a neighborhood parochial school. (GC)

0343 ED 189 260
Cox, David Streit, Fred
Bilingual Mini School, Title VII ESEA. Final Evaluation Report.
Community School District 10, Bronx, N.Y.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—30 Jun 79
Grant—G007604875
Note--25p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Bilingual Education, Elementary Education, Program Descriptions, *Program Effectiveness, Program Evaluation, Spanish, Spanish Speaking
Identifiers—*Bilingual Education Act 1968, *New York (Bronx)

The Bilingual Mini School focused on educational services of a bilingual nature for students in kindergarten through grade six. At the kindergarten, first and second grade levels all classes were comprised of Spanish-dominant or bilingual students. At grades three, four and five the students were grouped based on language dominance (Spanish or English). At the sixth grade level, all students were assigned to one classroom. Program activities were designed to maximize each student's academic skills, first in the dominant language and then in the second language. Program evaluation was completed through use of pre/posttest achievement data, classroom observation, interviews with teachers and educational assistants, and a review of instructional materials. Findings indicated most program objectives were attained. Results also indicated that the program operated smoothly, the district was responsive to staff requests, and rapport among staff members was excellent. Recommendations for future program implementation and achievement test data are included. (Author/MK)

0344 ED 189 261
Keller, Gary D. Tilis, Howard S.
Final Evaluation of Project Aprende, 1978-79. School District #6 ESEA Title VII Program.
Community School District 6, New York, N.Y.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—[79]
Grant—G007700623
Note--63p.; Tables may be marginally legible due to small print. Not available in paper copy due to broken print in tables.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Bilingual Education, *Cross Cultural Training, Junior High Schools, Language Dominance, Program Descriptions, Program Effectiveness, Program Evaluation, *Second Language Instruction, *Spanish, *Spanish Speaking
Identifiers—*Bilingual Education Act 1968, *New York (New York)

Project Aprende is an Elementary and Secondary Education Act Title VII bilingual-bicultural program established in three junior high schools in New York City. The program is intended to supplement and enrich basic tax levy bilingual instructional programs. The program includes five components: bilingual-bicultural instruction in reading, language arts, and selected content areas; a bilingual guidance program; a staff development program; a curriculum development project; and a parent involvement and education program. The program services a limited English speaking group of children and a group of non-Hispanics whose parents expressed an interest in having their children study Spanish as a second language. Students receive content area instruction in their native language and instruction in their second language depending upon need. Subjects such as art, music, and physical education are conducted bilingually. Program evaluation was completed employing classroom observation, questionnaires and pre/postest achievement measures. Data indicated that Project Aprende is functioning as intended. Recommendations are made for improvement of the basically sound program. (Author/MK)

0345 ED 189 262
Cervenka, Edward J. Rodriguez-Munoz, Juan
Final Evaluation Report on the Rafael Cordero Bilingual School, 1978-79.
Community School District 4, New York, N.Y.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—31 Oct 79
Grant—G007503636
Note--91p.; For a related document see ED 181 121.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Academic Achievement, *Bilingual Education, *English (Second Language), Junior High Schools, Program Descriptions, *Program Effectiveness, Program Evaluation, Spanish, Spanish Speaking, Staff Development
Identifiers—*Bilingual Education Act 1968, *New York (New York)

The Rafael Cordero Bilingual School (RCBS) provides a basic program in bilingual education for junior high school students. During the 1978-1979 school year, approximately 20% of enrolled students were English-dominant and 80% were Spanish-dominant. The program serves its major educational function as a way-station for bilingual students coming from bilingual elementary programs and prepares them for the challenges they will encounter in high school. The program included a staff development component and a program management component. Program evaluation was completed through pre-posttest student achievement data, attitude surveys, and evaluator observations. Evaluators concluded that the achievement of students at RCBS was quite satisfactory, staff development activities were viewed positively and assisted school personnel, and program management did not appear to improve over the previous year. Recommendations for future program implementation are included. (Author/MK)

0346 ED 189 263
McDonnell, Sheila
District 24 Decentralized Title I Umbrella & Impact Aid (PL 81-874). Final Evaluation Report, 1978-1979.
Community School District 24, Queens, N.Y.
Pub Date—[79]
Note--41p.
Pub Type— Reports - Evaluative (142) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, *Compensatory Education, *Diagnostic Teaching, Elementary Education, English (Second Language), Federal Programs, Junior High Schools, Mathematics, Program Descriptions, *Program Effectiveness, Program Evaluation, Reading Programs
Identifiers—*Elementary Secondary Education Act Title I, Impact Aid, *New York (Queens)

Seven programs funded under Title I Umbrella and Impact Aid and carried out in elementary and intermediate/junior high schools of District 24, Queens, New York, are described in this report. The programs are: (1) Strengthened Basic Skills Program; (2) Diagnosis and Treatment of Reading Disabilities; (3) Diagnostic/Prescriptive Mathematics Program; (4) Decentralized Non Public School Components conducted in two parochial schools; (5) Teaching English as a Second Language; (6) Optional Assignment Diagnosis and Treatment of Reading Disabilities; and (7) Optional Assignment Diagnostic/Prescriptive Mathematics Program. For each, the target population, educational objectives, and program activities are described and student achievement data are presented. Recommendations are also offered regarding continuation of funding and improvement in program procedures. A discussion of statistical methodology utilized for the overall evaluation of the seven programs is also included in the report. (GC)

0347 ED 189 688
Human Relations: A Guide for Leadership Training in the Public Schools. Summary Report on a Project with the Syracuse, New York, School System.
Department of Justice, Washington, D.C. Community Relations Service.
Pub Date—80
Note--35p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 027-000-00940-9; $2.00)
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Case Studies, *Desegregation Plans, Elementary Education, *Human Relations Programs, *Models, Program Descriptions, *Team Training, *Workshops
Identifiers—*Syracuse City Schools NY

This publication was prepared as a guide to dealing with school human relations problems, with a focus on leadership training. It describes one method of organizing and training teams of administrators, teachers, support staff, parents, and others to pursue desirable human relations goals. The model program presented here was developed to aid desegregation in the Syracuse (New York) elementary schools. Thus, the publication describes the Syracuse program's objectives, development, implementation, and accomplishments. Descriptions are also given of the use of the Syracuse model in other cities. The appendix offers a checklist for diagnosing school climate. (Author/LD)

0348 ED 189 730
Gonzalez, Josue M.
Title VII ESEA and "Lau v. Nichols" Compliance: Towards an Articulated Approach. Draft.
Pub Date—Aug 78
Note--17p.; Paper presented at the National Conference on the Education of Hispanics, sponsored by the U.S. Department of Health, Education and Welfare (Alexandria, VA, August 21-23, 1978). Not available in paper copy due to broken print of original document.
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Bilingual Education, Civil Rights, Court Litigation, Educational Policy, Elementary Secondary Education, Equal Education, Federal Aid, Federal Legislation, Federal Programs, *Federal Regulation
Identifiers—Bilingual Education Act 1968, *Elementary Secondary Education Act Title VII, *Lau v Nichols

The Supreme Court's decision in "Lau v. Nichols," Title VII of the Elementary and Secondary Education Act, and other related federal legislation are all directed toward promotion of equal educational opportunity for children whose primary language is not English. These efforts are not well-coordinated by the federal agencies charged with overseeing bilingual educational opportunity programs, which are rarely either well-defined or well-monitored. A coordinated effort must be structured and jurisdiction assigned to appropriate agencies before the final details of an articulated program of cooperation can be worked out. First, funding sources should be connected under a single official, so that the various efforts are no longer seen as mere additions to other programs. Second, funding eligibility criteria relating to the "Lau" decision should be developed for districts seeking Title VII funds. Third, some requirements for receiving funds should be placed on the states. Fourth, federally funded bilingual resource centers should be more closely regulated and coordinated. Finally, clear, definitive guidelines for compliance with the "Lau" decision, taking into account types of assistance available, should be established and resources for monitoring and enforcement provided. (Author/PGD)

0349 ED 189 754

Minigrant Program for the Academically Gifted—Phase II: E.S.E.A. Title IV-C. Final Evaluation Report.

District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date—Jan 80

Note--89p.

Pub Type— Reports - Research (143) — Reports - Evaluative (142) — Non-Print Media (100)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Academic Achievement, *Academically Gifted, *Attendance, Demonstration Programs, *Disadvantaged Youth, Elementary Education, *Inservice Teacher Education, Junior High Schools, *Program Evaluation, Records (Forms), Talent Identification

Identifiers—*Gifted Disadvantaged

The project involving one elementary and one junior high school in each of the six regions of the District of Columbia School System was designed to service approximately 300 socioeconomically disadvantaged students who have been identified as demonstrating or having potential for superior academic achievement. Evaluation of the project focused on three program objectives–establishment of projects, provision of technical assistance, and provision of evaluation of minigrant projects. Test scores, grade point averages, and attendance data of students were analyzed. Among findings were that instructional strategies appropriate to their students were implemented at 87% of the sites, that over 80% of the teachers attending staff development sessions indicated that the sessions were helpful or very helpful, and that the program had a positive effect on the reading of the second and third graders and on the math of seventh graders. It was concluded that: students eligible for the program have been identified as outlined in the proposal; programs with accelerated and differentiated curriculums have been developed and implemented at 13 of 15 participating schools; project management and evaluation activities have been carried out; attendance of students involved in the project examined has increased, and academic gains in certain areas were made by third, fourth, and seventh graders sampled. Appended materials include information on the Baldwin Identification Matrix and sample forms for program, student, and teacher evaluation. (SBH)

0350 ED 189 758

Atkins, Janice Kaplan, Marion

Model Services for Handicapped Infants. Third Year Report No. 8039.

Philadelphia School District, Pa. Office of Research and Evaluation.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—Feb 80

Grant—G007602066

Note--33p.; For related information, see EC 115 075.

Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Counseling, *Disabilities, Infants, Occupational Therapy, *Parent Education, Preschool Education, Program Effectiveness, *Program Evaluation, *Stimulation

The report discusses achievements of a preschool project offering infant stimulation, occupational therapy, and consultative and referral services to handicapped children and their families. Attainment of objectives in the areas of staff development, parent training, child services, and demonstration/-dissemination is discussed; and tables list attainment figures. More than half of the document is composed of appendixes, including a sample parent satisfaction survey, parent attitude questionnaire, and project data sheet. (CL)

0351 ED 189 796

Pepper, Floy Childers Roberson, Mickey

Group Discussions with the Emotionally Handicapped.

Multnomah County Intermediate Education District, Portland, Oreg.

Pub Date—[80]

Note--33p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Emotional Disturbances, *Group Discussion, *Group Therapy, *Peer Groups, *Peer Influence

The paper discusses the use of regularly scheduled classroom group discussions in the treatment of emotionally disturbed (ED) children, to assist them in learning alternative ways of acting and interacting and to move them from feelings of discouragement and negativism to the point where they can effect change in themselves, feel confident in their problem solving abilities, and feel that they belong. Four mistaken goals that ED children pursue are examined, and suggestions are offered on how to recognize them. These mistaken goals include desiring undue attention, power seeking, revenge seeking, and displaying inadequacy in order to be left alone. Group discussions are examined with special reference to the ideas of equality and mutual respect. Other aspects covered include preparing for group discussions, preparing ED students for group discussions, the purposes of group discussions, the teacher's role, leadership, and qualities needed for leaders of group discussions. Techniques for dealing with ED children in group discussions are also offered. (DLS)

0352 ED 190 317

State Compensatory Education: 1979-80. Final Technical Report. Publication No. 79.18.

Austin Independent School District, Tex. Office of Research and Evaluation.

Pub Date—30 Jun 80

Note--213p.; Best copy available.

Pub Type— Reports - Evaluative (142) — Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Basic Skills, Bilingual Education, *Compensatory Education, Counseling Services, Educational Finance, Educationally Disadvantaged, Elementary Secondary Education, *Evaluation Criteria, *Evaluation Methods, Hispanic Americans, Program Evaluation, Reading Achievement, *Resource Allocation, State Programs, Student Records, Testing

Identifiers—*Texas

A major portion of Texas' State Compensatory Education (SCE) evaluation resources for 1979-80 was devoted to activities related to the statewide assessment of fifth and ninth graders' skills in reading, mathematics, and writing (the Texas Assessment of Basic Skills Project). For purposes of this report, evaluation activity and information is limited primarily to the collection of record-keeping data on students served. Findings are included on seven major components: counseling (grades K-5); bilingual (resource teachers for grades K-5); elementary curriculum (curriculum writer for grades K-5); sixth grade (language arts block); planning; evaluation; and secondary. The latter item included these sub-components: direct instruction classes (grades 7-8); written composition laboratories (grades 6-7-8); Robbins' Armadillo Arts Program (grades 7-11); parent involvement, attendance improvement, and English for Speakers of Languages materials (grades 7-12); Texas Assessment of Basic Skills (grade 9); and fundamentals of math and reading tutorials (grades 10-12). Evaluation material for each component includes a brief description of the instrument; when, where and to whom the instrument was administered; procedures used; and results. The primary question in each component is, "Should more emphasis be placed on serving educationally disadvantaged students through SCE?". (AN)

0353 ED 190 327

ESEA Title I Regular Program, 1979-80. Final Technical Report. Publication No. 72.23.

Austin Independent School District, Tex. Office of Research and Evaluation.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date—30 Jun 80

Note--592p.

Pub Type— Numerical/Quantitative Data (110) — Reports - Evaluative (142)

EDRS Price - MF03/PC24 Plus Postage.

Descriptors—Academic Achievement, Achievement Tests, Elementary Education, *Evaluation Criteria, *Evaluation Methods, *Measurement Techniques, *Migrant Education, Program Effectiveness, *Program Evaluation, Reading Readiness Tests, Records (Forms), Scores

Identifiers—*Austin School District TX, *Elementary Secondary Education Act Title I, Texas (Austin)

Seventeen instruments were used to provide the answers to the design and evaluation questions for the 1979-80 ESEA Title I regular program in the Austin (Texas) Independent School District. In the final technical report, a separate appendix for each instrument includes a description of its purpose, procedure, and results as related to specific design and evaluation questions. Also included where appropriate are relevant communications, instructions, and statistical data, often in computer printout form. In each section, a one-page summary briefly describes the instrument, to and by whom it was administered, how often and under what conditions, when and where, the administrator's training, any testing problems, and the availability of reliability, validity, and norm data. The instruments are the: Peabody Picture Vocabulary Test; Test of Basic Experiences; Boehm Test of Basic Concepts; Metropolitan Readiness Test; California Achievement Tests; Iowa Tests of Basic Skills; Early Childhood Observation Form; Title I Teacher Records; Extended Day Informal Observations; Title I Teacher Questionnaire; Interviews of Parents Receiving Training; 1978-79 and 1979-80 Nine-Week Reports; Nonpublic and Neglected and Delinquent Nine-Week Reports; Extended Day Attendance Form; Parent Advisory Council (PAC) Records; and PAC Planning Form. (SB)

0354 ED 190 505

Secondary Health Education Curriculum Guide.

Anchorage Borough School District, Alaska.

Pub Date—May 78

Note--172p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Anatomy, Consumer Education, Dietetics, Drug Education, Family Relationship, Grade 8, *Health Education, Health Occupations, *Mental Health, Nutrition, Physical Development, *Physical Fitness, Safety Education, Secondary Education, Sex Education, *Social Development

This curriculum guide is designed for teaching health education to eighth graders but can be modified for use with high school students. The curriculum is divided into four units: 1) mental health, 2) physical health, 3) social health, and 4) behavior patterns. The classroom objectives in each unit are accompanied by teaching strategies and expected outcomes. A listing of community resources is appended. (CJ)

0355 ED 190 506

Everything You've Always Wanted to Know About Health Education, But Were Afraid to Ask. Level II Grades 4-6.

Anchorage Borough School District, Alaska.

Pub Date—May 77

Note--149p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Consumer Education, Drug Education, Family Relationship, *Health Education, Hygiene, Intermediate Grades, Mental Health, Nutrition, Physical Development, Physical Fitness, Safety Education, Sex Education, Social Development

This curriculum guide is designed for teaching health education to students in grades 4-6. Behavioral goals, teaching methods, learning experiences, resources, and evaluation methods are listed for the teaching of each of the eleven major concepts. A list of additional resource materials is appended. (CJ)

0356 ED 190 553

Health Education. Human Growth and Development. Key Competencies. Secondary: Grades 5-12.

Philadelphia School District, Pa. Office of Curriculum and Instruction.

Pub Date—80

Note--20p.; For related documents, see SP 016 474-475 and SP 016 505.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescent Development, Career Awareness, *Competency Based Education, Consumer Education, Disease Control, Drug Education, Family Relationship, *Health Education, Hygiene, Individual Development, Injuries, Intermediate Grades, Mental Health, Nutrition, Physical Development, Pollution, Safety Education, Secondary Education, Sex Education, Standards

This curriculum guide states health education program standards for schools in the Philadelphia School District. The major goal of the program, designed for students from grades 5-12, is to help students develop attitudes and practices that contribute to the maintenance of personal health. The "key competencies" listed in this guide should be used as program basics. (CJ)

0357 ED 190 554

Health Education. Human Growth and Development. Key Competencies. Elementary: Kindergarten-Grade 9.

Philadelphia School District, Pa. Office of Curriculum and Instruction.

Pub Date—80

Note--20p.; For related documents, see SP 016 474-475 and SP 016 504.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescent Development, Career Awareness, *Competency Based Education, Disease Control, Drug Education, Elementary Education, Family Relationship, *Health Education, Hygiene, Individual Development, Injuries, Junior High Schools, Mental Health, Nutrition, Physical Development, Pollution, Safety Education, Sex Education, Standards

This curriculum guide states health education program standards for schools in the Philadelphia School District. The major goal of the program, designed for students from kindergarten to ninth grade, is to help students develop attitudes and practices that contribute to the maintenance of personal health. The "key competencies" listed in this booklet are the basics of the health education program. (CJ)

0358 ED 190 691

Hart-Nibbrig, Nand

The Politics of School Desegregation: Los Angeles.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—11 Apr 80

Contract—NIE-P-79-0118

Note--118p.; Maps may not reproduce well.

Pub Type— Opinion Papers (120) — Reports - General (140)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Board of Education Role, City Officials, Community Role, Court Role, Desegregation Plans, Elementary Secondary Education, Government Role, Minority Group Influences, *Political Influences, *Politics, *Public Officials, *School Community Relationship, *School Desegregation

Identifiers—*California (Los Angeles)

This paper chronicles important events surrounding the desegregation of Los Angeles public schools, focusing on underlying political factors and roles of various individuals and community groups in the desegregation process. The author's principal contention is that Los Angeles schools remain segregated because powerful individuals and groups have effectively coalesced to prevent effective desegregation. First, the history of the city's school desegregation plan is reviewed and its current features described. The roles of the School Board, the Superintendent, the court system, local and State political officials (such as the mayor and city council, the governor's office, the State legislature, and the Office of the State Superintendent of Education) are discussed. The impact of a 1969 court case, Crawford vs. Los Angeles Board of Education, and its subsequent appeal on the maintenance of racial segregation in the city's schools is explained. Minority (black, Chicano, and Jewish) community leadership is also discussed in relation to desegregation politics, and the unlikelihood of a coalition between these groups is cited as weakening their already limited possibilities for bringing about desegregated schools. Finally, some of the problems and prospects of metropolitan (interdistrict) desegregation and the general political future of school desegregation in Los Angeles are considered. (GC)

0359 ED 190 692

Cervenka, Edward J.

Project BUILD: "Bilingual Understanding Incorporates Learning Disabilities"-An ESEA Title VII Basic Bilingual Education Program. Final Evaluation Report, 1978-79.

Community School District 4, New York, N.Y.

Pub Date—30 Nov 79

Grant—G007604878

Note--103p.; Some pages of the Appendices may be marginally legible due to broken print.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Academic Achievement, *Bilingual Education, Elementary Education, Federal Programs, *Learning Disabilities, Program Descriptions, Program Effectiveness, *Spanish Speaking, *Special Education

Identifiers—*Bilingual Education Act 1968, Elementary Secondary Education Act Title VII, *New York (New York)

This is a one year evaluation of Project BUILD, a program combining bilingual and special education and providing services to 100 children from grades 1-6 in East Harlem, New York. Section I of the evaluation gives descriptive and background information on this special program for the bilingual learning disabled. Section II sets forth the evaluation plan, describing procedures used to measure pupil academic achievement, the program's educational processes, and program management. Sections III and IV, the bulk of the report, present, synthesize, and discuss specific evaluation findings. Findings relating to pupil achievement are presented mainly in statistical tables. Interview, observational, questionnaire, and other findings pertaining to Project BUILD's educational processes and to program management are described comprehensively. Finally, Section V contains a summary of program accomplishments, commentary on Project BUILD's future, and recommendations for strengthening the program. Appended to the report are copies of questionnaires used in the evaluation and a list of procedures employed in the Bond and Singer method of analysis (also used in the evaluation). (GC)

0360 ED 190 693

Holtz, Gregory M.

Bilingual Program Evaluation Report. ESEA Title VII Bilingual Program, Bilingualism Increases Excellence Now.

Community School District 11, Bronx, N.Y.

Pub Date—Dec 79

Note--10p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Bilingual Education, Elementary Education, Federal Programs, Italian, *Mathematics, *Program Effectiveness, Program Evaluation, *Reading Programs, Spanish

Identifiers—*Bilingual Education Act 1968, *New York (Bronx)

A bilingual program funded under Title VII and carried out in four Bronx, New York, elementary schools is the subject of this evaluation report. Staffing patterns, inservice training, and English as a Second Language classes for Spanish and Italian speaking parents are briefly described. Evaluative data tables are presented for student performance in each of four program areas: native language maintenance, English language development, cultural awareness, and mathematics and reading outcomes. Based on the data, it is concluded that (1) the native language maintenance component was the weakest program segment in terms of measurable outcome; (2) the English language development component was moderately successful; and (3) the academic outcomes produced by the math and reading component of the program were excellent. (GC)

0361 ED 190 696

IMPACT II: Catalog of Programs, 1979-1980.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

Spons Agency—EXXON Education Foundation, New York, N.Y.

Pub Date—80

Note--116p.; Developed by the Office of Special Projects. Photographs may be marginally legible.

Pub Type— Reference Materials - Directories/-Catalogs (132) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Art Education, Bilingual Education, Career Education, *Class Activities, *Classroom Techniques, Communication Skills, *Demonstration Programs, Elementary Secondary Education, Health Education, Library Skills, Mathematics Instruction, Science Education, Second Language Instruction, Social Studies, Special Education, *Teacher Developed Materials

Identifiers—*New York (New York)

IMPACT II is a program administered by the New York City Board of Education designed to identify, support, document, describe, and replicate successful classroom-based programs developed by teachers. During the first year of IMPACT II, approximately 100 exemplary programs were identified. This publication is a collection of profiles of these programs. The profiles document and describe each program and are organized by elementary, junior high and high school levels, with a separate section for special education. Within these categories, program profiles are ordered by subject area, including: art, bilingual education, career and occupational education, communication arts, foreign language, health education, library media, mathematics, physical education, science, and social studies. Listed at the end of each exemplary program profile are the originating teacher's name, the address and telephone number of his or her school, and the school principal's name. (Author/GC)

0362 ED 190 699

Brown, William H., Comp.

District 17 Title I ESEA, PSEN and Impact Aid Academic Improvement Programs. Final Evaluation Report, 1978-1979.

Community School District 17, Brooklyn, N.Y.

Pub Date—[79]

Note--141p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Compensatory Education, Educationally Disadvantaged, Elementary Education, English (Second Language), Junior High Schools, Parent Participation, Program Descriptions, *Program Effectiveness, Program Evaluation, Reading Instruction, Remedial Mathematics, *Remedial Programs, Special Education

Identifiers—*Elementary Secondary Education Act Title I, Impact Aid, *New York (Brooklyn)

This report presents evaluations of the programs implemented by District 17 in Brooklyn, New York which were funded by Title I of the Elementary and Secondary Education Act and Impact Aid during the 1978-1979 school year. The following programs are discussed: (1) Upgrading Reading Grades 3-9, (2) Program for Learners of English as a Second Language, (3) Mathematics: Title I, (4) Pupils with Special Educational Needs Program: Kindergarten - Grade 2, and (5) Parental Involvement Program. Each evaluation includes a discussion of recommendations from the previous year's evaluation (if appropriate), a description of the program, the evaluation design, and conclusions and recommendations. Forms used for evaluative purposes and tables of data are included. (MK)

0363 ED 190 700
Celebration: A Planning Guide for Ethnic Heritage and Culture Weeks.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
Pub Date—79
Note--296p.; Some sections may be marginally legible due to small print.
Available from—Office of Curriculum Development and Support, Division of Curriculum and Instruction, 131 Livingston Street, Brooklyn, NY 11201 ($5.00).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors—Black Culture, Chinese Culture, *Cultural Background, *Cultural Education, Elementary Secondary Education, Ethnic Groups, *Ethnic Studies, Latin American Culture, Puerto Rican Culture, Teaching Guides
Identifiers—Greek Culture, Irish Culture, Italian Culture, Japanese Culture, Jewish Culture, New York (New York), Scandinavian Culture, Slavic Culture

This guide is designed to help teachers and supervisors in planning activities for observing Ethnic Heritage and Culture Weeks in the New York City Board of Education calendar. The first sections discuss goals and general heritage and culture themes, activities, and materials. The following sections each present suggestions for individual ethnic and culture weeks activities. Groups discussed in these sections are the Slavs, Puerto Ricans, Japanese, blacks, Chinese, Irish, Greeks, Pan Americans, Jews, Italians, and Scandinavians. Each section presents themes, background information, activities, lists of outstanding individuals from the group being discussed, a bibliography, and audiovisual aids, media resources, and organizations related to the group. A calendar of ethnic celebrations in New York City during 1980 and a questionnaire for evaluating this guide is appended. (Author/BE)

0364 ED 190 705
Bonn, Robert L. Bonn, Ethel V.
Project ABLE-Achieving Through Bilingual Education. Final Report.
Community School District 21, Brooklyn, N.Y.
Pub Date—Aug 79
Grant—G007604884
Note--19p.; Not available in paper copy due to reproducibility factors.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Achievement, *Bilingual Education, Elementary Education, English (Second Language), Hebrew, Italian, *Program Effectiveness, Program Evaluation, Russian, Spanish
Identifiers—*Bilingual Education Act 1968, *New York (Brooklyn)

Project ABLE (Achieving Through Bilingual Education) operated in six public and nonpublic schools in Brooklyn, New York, during the 1978-1979 school year. Approximately 250 students from four language groups (Hebrew, Italian, Russian, and Spanish) received ABLE services. The program focused on the maintenance of bilingual resource centers and on working with tax levy bilingual teachers to enhance the quality of their instructional efforts. Special emphases were given to instruction, curriculum and materials, parental involvement, staff development, and impact on student achievement. Program evaluation was accomplished through classroom observation; teacher, administrator, and project director interviews; and pre/posttest student achievement data from the Bilingual Syntax Measure, the New York City Language Assessment Battery, and the Stanford Achievement Test. Findings indicated that: the project was strong in the areas of curriculum and materials, parental involvement, and staff development; instruction took a variety of forms in both the foreign languages and English; and a significant impact was made on student achievement in a number of areas. (Author/MK)

0365 ED 190 731
Latham, Eleanor E.
The Basic Skills Program: A Tutorial Alternative to the Regular Educational Program of the Worcester Public Schools at Burncoat Junior High School. Evaluation Report.
Worcester Public Schools, Mass.
Pub Date—5 Jun 80
Note--68p.; Appendix 1 may be marginally legible due to variable print.
Pub Type— Reports - Evaluative (142) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Basic Skills, *Compensatory Education, *Hispanic Americans, *Individualized Instruction, Junior High Schools, *Program Effectiveness, Program Evaluation, *Small Group Instruction
Identifiers—*Massachusetts (Worcester)

This evaluation research report describes a program originally implemented to meet the needs of English dominant Hispanic students in an urban junior high school. The report combines qualitative and quantitative data in order to provide an understanding of the relationship of program goals, implementation procedures, and effects and delineates problems faced in implementing a program for minorities in a large urban school system. Empirical data illuminate areas where conflict may arise, including differences in professional philosophies and attitudes, role definitions within a school organization, communication networks between school and community, and learning and teaching styles. The system by which evaluation procedures are incorporated into the program as an ongoing feedback system is described. It is concluded that the Basic Skills Program has succeeded in bringing students of average (or above average) ability up to grade level in basic skills through both group instruction and individual tutorials. Recommendations for increasing the program's effectiveness are offered. Appended to the report are a copy of the original program proposal as well as copies of questionnaires administered to students, teachers, and the principal of the school in which the Basic Skills Program is situated. (Author/GC)

0366 ED 190 789
Chacon, Louis, Jr. And Others
Arizona Bilingual Business and Office Education. Book 1-Bilingual Business Grammar.
Arizona State Dept. of Education, Phoenix.; Arizona Univ., Tucson. Dept. of Business and Career Education.
Pub Date—Sep 78
Note--336p.; For related documents see CE 025 208-210.
Language—English; Spanish
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors—Bilingual Students, *Business Education, *Grammar, Individualized Instruction, Instructional Materials, Learning Activities, *Office Occupations Education, Secondary Education, Second Language Instruction, *Spanish, *Spanish Speaking, Tests, *Vocabulary Development

This book is the first in a set of four occupational and business education curriculum guides which were developed for Spanish speaking students with limited English speaking backgrounds and also for foreign language students who desire to reinforce their Spanish language skills. The guides are structured so that the teacher can provide service to students of each category within the same classroom environment. Volume 1 contains a review of basic Spanish grammar which stresses a strong business vocabulary. Some of the topics covered by the twenty-four units include: the Spanish alphabet; division of words into syllables; capitalization and punctuation; greetings and farewells; names and surnames; definite and indefinite articles; telling time, dates, and cardinal numbers; regular and irregular verbs; direct and indirect objects; grammar terminology; personal pronouns; demonstratives; descriptive and possesive adjectives; affirmative and negative contrasts; comparisons and superlatives; and formal commands. In all four guides, the vocabulary is listed on a table for easy reference and should be reviewed prior to working through a unit. Tests and answer keys are also included. (BM)

0367 ED 190 790
Chacon, Louis, Jr. And Others
Arizona Bilingual Business and Office Education. Book II-Bilingual Business Practice.
Arizona State Dept. of Education, Phoenix.; Arizona Univ., Tucson. Dept. of Business and Career Education.
Pub Date—Sep 78
Note--349p.; For related documents see CE 026 207-210.
Language—English; Spanish
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors—Bilingual Students, Budgeting, *Business Communication, *Business Education, Individualized Instruction, *Money Management, *Office Occupations Education, Recordkeeping, Recreation, Secondary Education, Second Language Instruction, *Spanish, *Spanish Speaking, Tests, Transportation, Travel, Vocabulary Development

This book is the second in a set of four occupational and business education curriculum guides which were developed for Spanish speaking students with limited English speaking backgrounds and also for foreign language students who desire to reinforce their Spanish language skills. The guides are structured so that the teacher can provide service to students of each category within the same classroom environment. Volume 2 is designed to give general information to second-year-level students in high school. The eighteen units included are grouped under seven instructional areas: communications (telephone, mail), travel and transportation, entertainment, and miscellaneous (personal-use information-securing a social security number, a driver's license, recordkeeping, budgeting, etc.). In all four guides, the vocabulary is listed on a table for easy reference and should be reviewed prior to working through a unit. Tests and answer keys are also included. (BM)

0368 ED 190 791
Chacon, Louis, Jr. And Others
Arizona Bilingual and Office Education. Book III-Bilingual Business Practice.
Arizona State Dept. of Education, Phoenix.; Arizona Univ., Tucson. Dept. of Business and Career Education.
Pub Date—Sep 78
Note--338p.; For related documents see CE 026 207-210.
Language—English; Spanish
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors—Bilingual Students, *Business Communication, *Business Education, Credit (Finance), Employment Opportunities, Individualized Instruction, Insurance, *Office Occupations Education, Recordkeeping, *Retailing, Secondary Education, Second Language Instruction, *Spanish, *Spanish Speaking, Tests, Vocabulary Development

This book is the third in a set of four occupational and business education curriculum guides which were developed for spanish speaking students with limited English speaking backgrounds and also for foreign language students who desire to reinforce their Spanish language skills. The guides are structured so that the teacher can provide service to students of each category within the same classroom environment. Volume 3 covers the specifics of several business practices which were quickly introduced in the second book. The fourteen units included are grouped under the following instructional areas: written communications, retailing, insurance, credit, employment, and miscellaneous (recordkeeping tasks). In all four guides, the vocabulary is listed on a table for easy reference and should be reviewed prior to working through a unit. Tests and answer keys are also included. (BM)

0369 ED 190 792

Chacon, Louis, Jr. And Others

Arizona Bilingual Business and Office Education. Book IV-Bilingual Business Careers.

Arizona State Dept. of Education, Phoenix.; Arizona Univ., Tucson. Dept. of Business and Career Education.

Pub Date—Sep 78

Note--341p.; For related documents see CE 026 207-209.

Language—English; Spanish

Pub Type— Guides - Classroom - Learner (051)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—Bilingual Students, *Business Education, Clerical Workers, Employment Opportunities, *Employment Qualifications, Individualized Instruction, *Occupational Information, Office Occupations, *Office Occupations Education, Secondary Education, Second Language Instruction, Service Occupations, *Spanish, *Spanish Speaking, Vocabulary Development

This book is the fourth in a set of four occupational and business education curriculum guides which were developed for Spanish speaking students with limited English speaking backgrounds and also for foreign language students who desire to reinforce their Spanish language skills. The guides are structured so that the teacher can provide service to students of each category within the same classroom environment. Volume four explains the duties and responsibilities for employment in several entry-level business positions. The 12 units included cover the following employment areas: receptionist; clerical workers; and service clerks. In all four guides, the vocabulary is listed on a table for easy reference and should be reviewed prior to working through a unit. Tests and answer keys are also included. (BM)

0370 ED 190 870

Nylander, Nikki Ludden, Jinny

Project RAISE. Title IV-C. How-to Manual.

Pima County Schools, Tucson, Ariz.

Note--146p.; Illustrations may not reproduce well.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adult Education, Behavioral Objectives, Consumer Protection, Course Descriptions, Curriculum Guides, *Daily Living Skills, Employment Potential, Health Education, Homemaking Skills, *Housing, Instructional Materials, Job Search Methods, Learning Activities, *Maintenance, *Moderate Mental Retardation, Money Management, Nutrition Instruction, *Practical Arts, Pretests Posttests, *Young Adults

This manual for parents and teachers provides an appropriate teaching curriculum for use with trainable mentally retarded adults, age eighteen to twenty-one years. It provides first a course outline based on five knowledge areas: health, nutrition, home maintenance, basic consumerism, and job readiness. Other contents include tests, objectives, task sequencing, and knowledge area modules. Pretests, also intended for use as checkups and posttests, are correlated to the knowledge areas. In most cases they are nonverbal and evaluated by a motor activity. The objectives for each area are in a sequential order which directly correlates to the pretest, since pretest scores indicate accomplishment of objectives. A scoring key to the objectives is provided. Task sequencing is given for those areas needing a definite order of events to consistently teach the task. Each of the five knowledge area modules is divided into packets. The format for each packet includes one or all of the following: contents, necessary materials, construction, and teaching instructions. Some required materials are not provided. A bibliography lists these materials and others (with their sources) used in developing and implementing the curriculum. (YLB)

0371 ED 191 646

Baez, Tony And Others

Desegregation and Hispanic Students: A Community Perspective.

InterAmerica Research Associates, Rosslyn, Va.; National Clearinghouse for Bilingual Education, Arlington, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Pub Date—80

Contract—400-77-0101

Note--83p.

Available from—National Clearinghouse for Bilingual Education, 1300 Wilson Boulevard, Suite B2-11, Arlington, VA 22209 ($3.50).

Pub Type— Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Bilingual Education, Blacks, Board of Education Role, *Case Studies, Court Litigation, Desegregation Litigation, *Desegregation Plans, Educational Finance, Educational Legislation, Elementary Secondary Education, *Equal Education, Ethnic Relations, *Hispanic Americans, Mexican American Education, Multicultural Education, Parent School Relationship, School Community Relationship, *School Desegregation

Identifiers—*Milwaukee Public Schools WI

A case study of the desegregation process in Milwaukee's Public Schools and the participation of the Hispanic community in that process through the efforts of a parent-community group to safeguard the rights of Hispanic students to equal educational opportunity examines in detail the ways a community has dealt and continues to deal with issues affecting cities with multiethnic populations. The case study focuses on the legal and political decision-making process involved when a major city prepares and implements a plan for school desegregation, and the demands made by Hispanics for their educational needs and legal rights within the context of court-ordered desegregation. Discussed are the issues related to a 1924 Wisconsin law which eliminated all but English from the public school language curriculum, desegregation efforts by Blacks, legal definitions (and their potentially negative impact on Hispanics) used by courts and desegregation planners, and Wisconsin state policies promulgated in the 1970's (equalization of taxes between rich and poor school districts, voluntary transfers for desegregation and integration, and mandatory bilingual bicultural education). Noted in the conclusions are key variables involved in determining the outcomes of school desegregation planning and implementation as it has affected Hispanics in Milwaukee. (AN)

0372 ED 191 872

Carter, Herman

Follow Through Title I Expansion Program 1978-1979. Report Number 8043.

Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date—Mar 80

Note--54p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Bilingual Education, *Compensatory Education, *Elementary School Mathematics, Mental Health Programs, Parent Participation, *Primary Education, *Program Evaluation, *Reading Achievement, Reinforcement, School Health Services, Staff Development, *Urban Schools

Identifiers—Pennsylvania (Philadelphia), *Project Follow Through Expansion Program

The report of the 1978-1979 performance of the Project Follow Through Expansion Program for the primary grades focused on the educational component, parent involvement, staff development, and special supportive services. Classroom observations indicated that while aides and parents worked with groups consisting of 2 to 10 children, in two instructional models, teachers engaged in whole class instruction at least 40% of the time across all options. Cross sectional achievement data indicated that the Total Follow Through Expansion Program (TEXP) performed only as well as its Total Non-Follow Through (TNF) Title I eligible comparison group in reading, but outperformed TNF in mathematics. The specific third grade achievement objective was not attained. Parent involvement showed that most spent their time planning fund raising events. Parents who participated in program-specific activities spent their time assisting in program classrooms. Staff development activities involved 98% of the teachers and aides. Most teachers indicated satisfaction with the services received from supervisory and support personnel. Health data indicated that half of the program children received medical screenings and one quarter had physical examinations. Supplementary mental health specialists from 5 agencies provided direct and indirect services to 372 program children. (Author/GK)

0373 ED 191 883

Data Resource Book 1979-1980. District of Columbia Public Schools.

District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.

Pub Date—Feb 80

Note--34p.

Pub Type— Reference Materials - Directories/Catalogs (132) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Continuing Education, Educational Administration, Elementary Secondary Education, Enrollment, Federal Aid, Personnel Data, Private Schools, *School Demography, *School Districts, School District Spending, School Personnel, *School Statistics, Special Education, Testing Programs

Identifiers—*District of Columbia Public Schools

This eighth annual edition of the Data Resource Book for the school year 1979-1980 was designed as a readily available source of information for school staff and community use. It provides the latent facts and figures about the District of Columbia public school system. Information covered by the Data Resource Book includes: (1) school board and regional offices-members, office locations; (2) students-race, region, educational level, public/nonpublic school attendance, special education, citywide testing, food services, academic calendar; and (3) administration-budget, grants, staffing, salary schedule, number of schools and instructional programs. (Author/GK)

0374 ED 191 927

Report on the Status of the Voluntary Desegregation Plan of the School District of Philadelphia.

Philadelphia School District, Pa.

Pub Date—24 Mar 80

Note--50p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Involvement, Desegregation Methods, *Desegregation Plans, Elementary Secondary Education, Financial Support, Information Dissemination, *Integration Readiness, Program Descriptions, *School Desegregation, Staff Development, Transfer Students, Urban Schools, *Voluntary Desegregation

Identifiers—*Pennsylvania (Philadelphia)

This report describes the activities undertaken by the City of Philadelphia School District during its voluntary desegregation preimplementation orientation and training year (1977-1978). School District activities are described in five areas: staff development, community involvement, dissemination, funding, and the movement of pupils. Appended to the paper are a desegregation plan update report, staff development and dissemination information, descriptions of special program high schools, descriptions of Elementary and Secondary Education Act programs, a table of school enrollment broken down by race, and the results of a high school student questionnaire. (MK)

0375 ED 191 931
Fleming, Margaret, Ed.
School Closing Policy Report.
Cleveland Public Schools, Ohio.
Pub Date—16 Jan 80
Note--34p.; Prepared by Department of Desegregation Implementation. Attachment A has been deleted due to reproducibility factors.
Pub Type— Reports - General (140)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Board of Education Policy, Declining Enrollment, Elementary Secondary Education, *School Closing, School Desegregation, School Funds, Urban Problems, *Urban Schools
Identifiers—*Ohio (Cleveland)

The issue of school closure has demanded the attention of most school districts serving large urban populations. Factors such as court mandates for desegregation, urban flight, diminishing financial resources, souring operational costs, and declining enrollments have added a mixture of unprecedented circumstances to the issue. The Cleveland School District, faced with many of these problems, needed to develop a school closing policy which effectively deals with them. The purpose of this report was to provide a better understanding of the developed school closing policy, actions, and future plans of the school district. The report focused upon four areas: (1) a literature search which revealed criteria used to determine previous school closings in urban school districts, (2) past actions of the Cleveland School District dealing with school closings, (3) the impact of desegregation on school closings, and (4) recommendations to help establish policy for the future. (Author/MK)

0376 ED 191 933
ESEA, Title I Evaluation Report 1978-1979.
Community School District 9, Bronx, N.Y.
Pub Date—79
Note--259p.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—Bilingual Education, *Compensatory Education, Early Childhood Education, Elementary Education, English (Second Language), Junior High Schools, Learning Centers (Classroom), Learning Disabilities, Learning Laboratories, Mathematics Instruction, Program Descriptions, *Program Effectiveness, Program Evaluation, Reading Instruction, Remedial Mathematics, Remedial Reading, Staff Development, Summer Programs
Identifiers—*Elementary Secondary Education Act Title I, Impact Aid, New York (Bronx), *New York City Board of Education

Programs undertaken by Community School District 9 in Bronx, New York, funded by Title I of the Elementary Secondary Education Act and Impact Aid, are evaluated in this report. The following programs are presented: (1) Basic Skills Center Reading Program, (2) Project Best (a bicultural/bilingual reading and math program for Spanish dominant students), (3) Bilingual Junior High School, (4) Remedial Laboratory (a diagnostic-prescriptive approach to correcting learning problems), (5) Prescription Learning: Mathematics, (6) Workshop Way (an instructional reading program for low achievers), (7) Strengthening Early Childhood, (8) Junior High Math Laboratory, (9) Assisting Students with Learning Disabilities, (10) English as a Second Language, (11) Reading and Mathematic 1979 Summer Program, and (12) Staff Development. (MK)

0377 ED 191 941
Johnson, Gordon C., Jr.
Metropolitan Professional Sexual Differentiation, 1970: An Ecological Profile.
Wisconsin Univ., Madison. Inst. for Research on Poverty.
Report No.—IRP-DP-573-79
Pub Date—Oct 79
Note--30p.; Paper presented at the Annual Meeting of the Population Association of America (April, 1979). For a related document see UD 020 818.
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Equal Opportunities (Jobs), Females, Males, Metropolitan Areas, *Professional Occupations, *Regional Characteristics, *Sex Differences, Sex Discrimination

From the perspective of contemporary human ecology, this paper presents a descriptive analysis of sexual differentiation in professional occupations, using data provided for the large metropolitan labor forces of the United States in 1970. Aggregate profile characteristics of the total metropolitan labor force [the combined professional work forces of the 125 Standard Metropolitan Statistical Areas (SMSAs) with populations of 250,000 in 1970] are examined. A summary description of professional sexual segregation is then presented, treating the metropolitan occupational structures independently. The profile data show that most professions are male dominant, and that males are more diffusely distributed than females. In addition, it is shown that, according to the segregation indexes examined, about sixty percent of the members of either sex would have to be occupationally relocated for equality to be obtained. knowledge of the region of location, size, and female percentage of the labor force of an SMSA is said, however, to either accent or attenuate such expectations. Southern and Northern SMSAs are above average in professional sexual differentiation and Western SMSAs are somewhat below, but these differences disappear when data are disaggregated by subregion. (Author/GC)

0378 ED 191 951
Jones-Okpalobi, Martis Judd, Catherine R.
Assessing Concerns of Educators of Black Students Identified as Talented and Gifted: A Survey of a Desegregated School District.
Pub Date—9 Apr 80
Note--39p.; Paper presented at the annual meeting of the American Educational Research Association (Boston, MA, April 9, 1980). Tables may be marginally legible due to small print.
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Black Students, *Curriculum Development, *Gifted, Intermediate Grades, *Needs Assessment, Program Evaluation
Identifiers—Pushing Excellence in Pupils, Texas (Dallas)

Pushing Excellence in Pupils (PEP) was established in Dallas to provide instructional services for intermediate level (grades 4-6) black students identified as talented and gifted. This report discusses the descriptive analysis and results of a needs assessment to be used as decision making data for PEP curriculum development. A questionnaire was administered to principals and teachers. Analysis indicated that PEP principals and teachers were mainly concerned with working collaboratively to improve the impact of instruction on students. Findings also indicated that PEP teachers felt they had specific recommendations for improving the PEP curriculum. Typical non-PEP teachers were found to be aware of PEP classes operating in their school buildings but were not concerned with having an active involvement in the PEP project. (Author/MK)

0379 ED 191 962
Final Report on Evaluation of the Emergency School Aid Act Program of the Public Schools of the District of Columbia, 1977-78.
Mediax Associates, Inc., Westport, Conn.
Spons Agency—District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.
Pub Date—Nov 78
Contract—GA-78-CHI-J5A-00-W01-2554
Note--176p.; Tables may be marginally legible due to small print.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Academic Achievement, Career Education, *Cultural Isolation, Economically Disadvantaged, Elementary Secondary Education, Federal Programs, Program Attitudes, Program Descriptions, *Program Effectiveness, Program Evaluation, Racial Segregation, *Remedial Programs, *School Desegregation
Identifiers—*District of Columbia, *Emergency School Aid Act

This evaluation of the Emergency School Aid Act (ESAA) Program in the District of Columbia public schools addresses four general issues: (1) the extent to which the program was implemented as planned; (2) the extent of participation by identified target populations; (3) assessments of the program by participating professional and other adult personnel; and (4) assessments by participating students and the educational growth of these students. In this context, the Career Education Project, the Two-W Project, the Special and Remedial Services Project, and the Round Meadow Outdoor Laboratory School Project (the four components of the ESAA Program) are described and appraised. Information presented and analyzed consists of: (1) records of interviews and field observations; (2) responses of 515 staff members, administrators, personnel from cooperating agencies, and parents; (3) reports and assessments by 585 student participants; and (4) pre and post academic achievement test scores for nearly 5,000 students. The overall conclusion offered is that the 1977-78 ESAA Program was effectively developed and had a positive impact on its target populations. (Author/GC)

0380 ED 191 963
Final Evaluation Report for the 1978-1979 Title VII Bilingual Project, Public Schools of the District of Columbia, Washington.
Cultural and Humanistic Educational Systems and Services, Inc., Diamond Bar, Calif.
Spons Agency—District of Columbia Public Schools, Washington, D.C.
Pub Date—[79]
Grant—047-AA-NS-0-9-GA
Note--84p.; Rating form may be marginally legible due to small, broken print.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Academic Achievement, *Bilingual Education, Chinese, Elementary Education, Language Skills, Mathematics, Multicultural Education, *Parent Participation, Program Descriptions, *Program Effectiveness, Program Evaluation, Reading Achievement, Self Concept, Spanish Speaking, *Staff Development
Identifiers—*Bilingual Education Act 1968, *District of Columbia

The Elementary and Secondary Education Act Title VII program instituted by the public schools of the District of Columbia serves approximately 1600 students in 14 elementary school sites and includes both Spanish/English and Chinese/English components. This evaluation report details the progress of Title VII bilingual education towards meeting program goals in the areas of instruction, staff development, and parent/community involvement. Included in the evaluation are procedures and lists of instruments used to collect data; an overall project evaluation plan; a description of the project, including its staffing; data from pre and post testing of a sample of project students; data from staff development activities; and data from parent/community participation activities. The instructional component evaluation consists primarily of measures of skills development in reading, mathematics, language, and self concept (including multicultural awareness). Evaluation instruments are appended to the report. (GC)

0381 ED 191 969
Price, Alda Sperber, Diane
Project P.R.O.B.E. Final Evaluation Report.
Community School District 7, Bronx, N.Y.
Pub Date—79
Note--27p.; Tables may be marginally legible due to broken print.
Pub Type— Reports - Evaluative (142) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Bilingual Education, *Cognitive Development, Early Childhood Education, Program Descriptions, *Program Effectiveness, Program Evaluation, *Reading Skills, Spanish Speaking
Identifiers—*Bilingual Education Act 1968, Elementary Secondary Education Act Title VII, *New York (Bronx)

This evaluation report describes Project P.R.O.B.E., a bilingual education program for four and five year old Spanish speaking children in two

Bronx, New York schools. The educational objectives of the program, including the improvement of reading and other curriculum skills, are outlined. Also described are staffing patterns, orientation and training; efforts to achieve parental participation in their children's education; and instructional facilities, materials, and activities. The achievement of the program's objectives is evaluated in terms of student cognitive development and performance on the Boehm Test of Basic Concepts and the James Language Dominance Test, parent involvement and knowledge of parenting skills, and staff mastery of relevant teaching skills. It is concluded that Project P.R.O.B.E. has been successful in achieving its objectives. Reading growth and cognitive development were found to occur through bilingual instruction and a stimulating learning environment. Recommendations are offered for improving the program in the areas of instruction, staff utilization, scheduling, parent workshops, and contact between staff members in the two schools. (GC)

0382 ED 191 970
Feingold, Jeffrey And Others
Bilingual Early Childhood Centers. Final Evaluation Report 1978-79.
Community School District 14, Brooklyn, N.Y.
Pub Date—[79]
Note--21p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Bilingual Education, *English (Second Language), Primary Education, Program Descriptions, *Program Effectiveness, Program Evaluation, Spanish Speaking, Yiddish
Identifiers—*Bilingual Education Act 1968, *New York (Brooklyn)

The bilingual Early Childhood Centers Program was established in three public and four non-public schools in District 14 (Brooklyn, New York) as a response to the needs of children in grades K-2 with limited English proficiency. Participants were from Spanish or Yiddish dominant homes. The curriculum offered instruction in English as a Second Language, Spanish or Yiddish language arts, and dominant language instruction in the content areas. Other program components included cultural heritage instruction, staff development, and parent and community involvement. Program evaluation was completed using classroom observation, staff interviews, and pre and posttest data from the Stanford Early School Achievement Test, the Boehm Test of Basic Concepts, and the InterAmerican Test in Reading. Analysis of statistical data showed significant academic gains were made by participants in both the Spanish/English and Yiddish/English programs. Evaluation findings indicated that all program components operated well and objectives were met. (MK)

0383 ED 191 971
Zeichner, Harvey
Evaluation Report for the District 19 Bilingual/-Bicultural Elementary Program.
Community School District 19, Brooklyn, N.Y.
Pub Date—[79]
Note--17p.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Bilingual Education, Bilingual Students, Bilingual Teacher Aides, Bilingual Teachers, Elementary Education, *English (Second Language), Multicultural Education, Program Descriptions, *Program Effectiveness, Program Evaluation
Identifiers—New York (Brooklyn)

The District 19 (Brooklyn, New York) Bilingual/-Bicultural Elementary Program operated on the K-6 level in eight schools during the 1978-1979 school year. The broad goals of the program were to expand the number, scope, skills, services, and student-teacher interactions of the district's bilingual staff and to develop and administer a competent bilingual program. Program evaluation was accomplished through classroom observation; interviews with faculty, staff, principals, and students; and measures of student achievement in reading (Spanish and English) and math. Evaluation findings indicated that (1) teachers rated the program satisfactory to excellent, (2) teachers and educational assistants were highly rated, (3) classrooms were conducive to learning, (4) students were responsive to instruction and for the most part spoke in the language of instruction during instructional periods, and (5) pre and posttest student achievement data showed that instruction was successful. Recommendations for future planning were made. (MK)

0384 ED 191 972
Irizarry, Ruddie A. And Others
Systematic Approaches to Bilingual Education (Project SABE) and Bilingual Language Arts Services (Project BLAS). Final Evaluation Report, 1978-1979.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Pub Date—[79]
Note--33p.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, *Bilingual Education, *Bilingual Teacher Aides, *Bilingual Teachers, Education Courses, Elementary Education, English (Second Language), *Faculty Development, *Inservice Teacher Education, Program Descriptions, Program Effectiveness, Program Evaluation
Identifiers—*Bilingual Education Act 1968, Elementary Secondary Education Act Title VII, *New YOrk (New York)

The ultimate goal of Project SABE (Systematic Approaches to Bilingual Education) was to improve the linguistic and computational performance of 793 New York City students with limited proficiency in English and 141 English dominant students in grades K-4. The instrumental goal of the project was to improve the performance of the 34 bilingual teachers and 9 paraprofessionals involved in the program. Pupil instructional activities focused on the development of reading, writing, and mathematics competence. English as a Second Language instruction was offered as well as content area teaching in the child's dominant language. Teacher training consisted of orientation workshops, inservice programs, on-site observation and training by resource teachers, and college education programs. Project SABE also had a community and parental involvement component. Pre and posttest achievement data, interviews, and observation were employed to facilitate the development of recommendations for future program implementation. Kindergarteners were found to improve minimally in English and Spanish language arts skills. Students in grades 1-4 were found to have accomplished program objectives of statistically significant gains in English and Spanish reading and math skills. (MK)

0385 ED 191 978
Irizarry, Ruddie A. And Others
Effective Transition of the Bilingual and Bicultural Student. Thomas Jefferson High School. Final Evaluation Report, 1978-1979.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Pub Date—[79]
Note--30p.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Bilingual Education, English (Second Language), Program Descriptions, *Program Effectiveness, Program Evaluation, Secondary Education, *Spanish Speaking
Identifiers—*Bilingual Education Act 1968, Elementary Secondary Education Act Title I, Elementary Secondary Education Act Title VII, *New York (Brooklyn)

The Effective Transition of the Bilingual and Bicultural Student program was funded to offer academic subjects bilingually in grades 9-12, to train staff to carry out program goals, and to provide supportive services to program students. The program offered instruction in English as a Second Language, native language arts, social studies, science, and mathematics. Curriculum and materials development and parental involvement formed additional program components. The program was evaluated using student achievement data from criterion referenced tests and evaluator observations. Achievement data indicate (1) English as a Second Language students mastered an average of 43% of the objectives attempted, (2) 83-100% passed examinations in native language arts, (3) 70-100% passed examinations in mathematics, (4) 86-100% passed examinations in science, and (5) 70-100% passed examinations in social studies. Fifty-four to one hundred percent of the students involved in the program exceeded attendance criteria. The curriculum development and supportive services components were found to be strong and effective. The parental involvement program was found to be in need of expansion. (MK)

0386 ED 191 980
Irizarry, Ruddie A. And Others
Fort Hamilton High School Greek, Arabic and Spanish (GRASP) Bilingual Program, ESEA Title VII. Final Evaluation Report, 1978-1979.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Pub Date—[79]
Note--56p.
Pub Type— Reports - Evaluative (142) — Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Arabic, *Bilingual Education, English (Second Language), *Greek, Program Descriptions, *Program Effectiveness, Secondary Education, *Spanish Speaking
Identifiers—*Bilingual Education Act 1968, Elementary Secondary Education Act Title VII, *New York (Brooklyn)

The Fort Hamilton High School Greek, Arabic, and Spanish Bilingual Program (GRASP) served 200 Brooklyn, New York, students found to have limited proficiency in English. Students received instruction in English as a Second Language or remedial English, native language arts (except Arabic), and native language instruction in science, social studies, and mathematics. Additional program components included curriculum development, teacher training, supportive services, parental involvement, and mainstreaming with English speaking peers. Program evaluation was completed using student achievement data from norm and criterion referenced tests and evaluator observations. Achievement data indicated that (1) students on most levels made significant gains in reading English, (2) most students achieved program goals in native language arts, (3) substantial percentages of students achieved course expectations in mathematics, and (4) most students mastered program objectives in science and social studies. Attendance figures indicated that GRASP students surpassed the school wide attendance rates. Other program components were found to be successful. Recommendations for future program implementation are included. (MK)

0387 ED 191 981
Irizarry, Ruddie A. And Others
John Bowne High School Basic Bilingual Program. Final Evaluation Report, 1978-1979.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Pub Date—[79]
Note--32p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, *Bilingual Education, *English (Second Language), Program Descriptions, *Program Effectiveness, Program Evaluation, Secondary Education, Spanish Speaking
Identifiers—*Bilingual Education Act 1968, Elementary Secondary Education Act Title VII, *New York (Queens)

The John Bowne High School Basic Bilingual Program served 269 New York City students with limited proficiency in English in grades 9-12. Students received instruction in English as a Second Language, content areas, and Spanish language arts. Students were mainstreamed with their English dominant peers for some subject areas and participated in a bilingual business program. Supportive services, curriculum and staff development, and parental/community involvement activities formed additional program components. Program evaluation was accomplished through student achievement data and evaluator on-site observation. Findings indicated that (1) except for eleventh grade students, pupils made statistically significant gains in English reading achievement, (2) all students except tenth graders demonstrated significant gains in Spanish reading, (3) 70% of each grade passed midterm examinations in the content areas. Students were observed to be attentive and disciplined, and to have good relationships with teachers. Recommendations for future program implementation are included. (MK)

0388 **ED 191 982**
Irizarry, Ruddie A. And Others
Louis D. Brandeis High School Bilingual Program. Final Evaluation Report, 1978-1979.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Pub Date—[79]
Note--42p.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, *Bilingual Education, Criterion Referenced Tests, *English (Second Language), Program Descriptions, *Program Effectiveness, Program Evaluation, Secondary Education, Spanish Speaking
Identifiers—New York (New York)

The Louis D. Brandeis High School Bilingual Program served 900 New York City Hispanic students with limited proficiency in English. In addition to developing English and Spanish language skills the program provided content area instruction in Spanish in social studies, mathematics, and science. Staff development, mainstreaming, parental involvement activities, and supportive services formed additional program components. Criterion referenced tests were used to evaluate the effects of the program on student performance. Evaluative findings indicated that (1) students mastered a majority of objectives in English as a Second Language instruction, (2) all students made gains in reading Spanish, although only at the ninth grade level were gains significant, (3) only ninth graders in the fall term met the mathematics criterion, (4) almost half the students reached the criterion of achievement in science, (5) all twelfth graders and half of the students in other grades reached the criterion level in social studies, (6) all students exceeded the criterion in Spanish language arts, and (7) most students appeared to be making progress in oral English proficiency. Bilingual program students had average attendance rates of 88-92%. Recommendations for future program implementation are included. (MK)

0389 **ED 191 983**
Irizarry, Ruddie A. And Others
Project ABLE–Achievement Through Bilingual Education at Theodore Roosevelt High School. Final Evaluation Report, 1978-1979.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Pub Date—[79]
Note--54p.; "Invitation to Adult Education Classes" has been deleted due to reproducibility factors. Photographs may be marginally legible.
Pub Type— Reports - Evaluative (142) — Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Bilingual Education, English (Second Language), *Italian, Program Descriptions, *Program Effectiveness, Program Evaluation, Secondary Education, *Spanish Speaking
Identifiers—*Bilingual Education Act 1968, Elementary Secondary Education Act Title I, Elementary Secondary Education Act Title VII, *New York (Bronx)

The Achievement through Bilingual Education Project (ABLE) served 360 Hispanic and Italian students in grades 9-12 in the Bronx, New York. Students received instruction in English as a Second Language, native language arts, and content areas (science, social studies, and mathematics) in their native languages. Additional program components included staff development, parental involvement, curriculum development, and supportive services. Program evaluation was completed using norm and criterion referenced tests of student achievement and evaluator observations. Findings indicated that (1) 47-60% of English as a Second Language goals were achieved by Spanish speaking students, (2) under 40% of all students showed gains in receptive and expressive English fluency, (3) all students made significant gains in native language reading, (4) most groups of ABLE students achieved the criterion in mathematics, social studies, and science. Project ABLE students surpassed school wide attendance rates. All additional program components except supportive services were found to be effective. Recommendations for future program implementation are included in this report. (MK)

0390 **ED 192 279**
Welsh, David J. Ligon, Glynn
Project RISE: Reading Achievement in AISD Junior High Special Education (1978-79). Interim Evaluation Report.
Austin Independent School District, Tex. Office of Research and Evaluation.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Pub Date—May 80
Note--12p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Individualized Instruction, Junior High Schools, Mainstreaming, *Program Evaluation, *Reading Achievement, *Reading Instruction, Reading Programs, Secondary Education, Socioeconomic Influences, *Special Education
Identifiers—*Project RISE

The Project RISE (Reading Individualized in Special Education) program undertaken by the Austin (Texas) Independent School District collected and analyzed data on the reading achievement of junior high school special education students. A random sample of 256 such students was given several measures of reading achievement. Demographic information that was gathered for the students included data on sex, IQ, ethnicity, free lunch status, nature of handicap, and type of teacher from whom reading instruction was received (regular or special education). The students were also classified according to the instructional arrangement as "resource" (those receiving at least one hour of special education instruction per day), "integrated" (those receiving more than three hours of such instruction per day), and "self-contained" (those receiving full-day special education service). The findings revealed that (1) resource students had higher reading achievement than integrated students, (2) minority students scored below Anglo students in reading achievement, (3) students who were not eligible for free lunch scored higher and made bigger gains than did students who were eligible, and (4) students who received reading instruction from special education teachers were generally lower in ability than those taught by regular teachers, but both groups made comparable gains. (FL)

0391 **ED 192 304**
Washington, Thomas P. And Others
Evaluation Design: Written Composition Program. Publication Number 79.24.
Austin Independent School District, Tex. Office of Research and Evaluation.
Pub Date—80
Note--24p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Assessment, Elementary Education, Minority Group Children, *Program Effectiveness, *Program Evaluation, *Writing (Composition), *Writing Instruction

This booklet outlines procedures for evaluating a school district's writing program that was designed to overcome the adverse educational and social effects of minority group isolation by improving the academic achievement of minority group students. The first section describes how the writing program addressed three of the school district's priorities for students in kindergarten through grade five: (1) student achievement in language arts, (2) student achievement in social studies, and (3) minority student achievement in all basic skills areas. The second section lists the methods proposed to evaluate the program, including commercially available tests, classroom observations, and teacher questionnaires. The third section discusses the two issues to be addressed by the evaluation: the dissemination of the instructional activities of the written composition program throughout the school district and the retention of certain aspects of teacher training in the program model. The remainder of the booklet provides a breakdown of the evaluation into specific skill areas and information on the dissemination schedule, information sources, data collection, and time allocation. (AEA)

0392 **ED 192 310**
Miyamura, Candace P.
Building Communicative Competence in the Bilingual/Bidialectal Classroom.
Pub Date—Nov 79
Note--39p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (69th, San Francisco, CA, November 22-24, 1979).
Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Bilingual Students, Black Dialects, Communication Problems, *Communication Skills, *Cultural Awareness, *Cultural Differences, Elementary Secondary Education, Language Skills, *Linguistic Competence, *Minority Group Children, Sociolinguistics, Speech Communication, *Teacher Responsibility
Identifiers—*Intercultural Communication

Cultures differ in rules that govern communicative behavior, and these differences can cause teacher/student miscommunication in the classroom and can also interfere with the academic performance of minority group children. These differences can be overcome, however, by knowledgeable teachers who endeavor to build and expand the communicative competence of minority group children. Teachers can accomplish this by fostering children's ethnic identity and pride while expanding their communication skills to include those of the dominant culture. To achieve this, teachers should provide a broad range of experiences to expose children to the full repertoire of communicative strategies and rules as they are defined by each culture. Teachers should also provide activities that expand children's social sensitivity and metalinguistic awareness and that afford opportunities to practice newly acquired dominant culture skills. The goal is to produce individuals who are capable of functioning in two realms and who feel comfortable in both. (FL)

0393 **ED 192 473**
Pancella, John R. And Others
Gifted Science Project In-Service Manual. Second Tryout Edition.
Montgomery County Public Schools, Rockville, Md.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date—Sep 79
Note--90p.
Pub Type— Reports - Descriptive (141) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—County School Districts, Elementary Secondary Education, *Gifted, *Information Dissemination, Program Descriptions, *Resource Materials, *Science Course Improvement Projects, *Science Education
Identifiers—*Gifted Science Project Resource File, *Maryland (Montgomery County)

The manual explains the use of the Gifted Science Project Resource File. The file is designed to identify science resources for third through eighth grade gifted students and their teachers. The resources are matched with the objectives of the Montgomery County (MD) schools "Program of Studies." Sections outline the project calendar, list the participating schools, describe the format of the resource file, and outline steps in the use of the file (such as selection of students and student science interest). Examples illustrate how to select a resource and arrange for its use by a student. Samples of the evaluation reports and project letters are appended. (PHR)

0394 ED 192 558
Benson, Douglas K.
A Select Bibliography of Sources on the Teaching of Hispanic Culture.
Pub Date—79
Note--30p.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Annotated Bibliographies, Class Activities, Cross Cultural Studies, Cultural Awareness, *Cultural Education, Higher Education, Instructional Materials, *Latin American Culture, Secondary Education, *Second Language Instruction, Spanish, *Spanish Culture

The bibliography consists of three parts: (1) an introduction, with a rationale for teaching Hispanic culture in Spanish language courses; (2) a description of one model for organization and implementation of cultural materials; and (3) the bibliography itself. Suggestions are also made on how to use film material in a conscious sequence, and how to relate films to reference materials. The materials described are intended for use at the freshman/sophomore level of college language study, but most are appropriate for high school and junior high language courses as well. A distinction is made between references useful only for the teacher or for advanced students, references which would be valuable for general classroom activities as well as for the instructor, and essential references. The references on Hispanic cultures focus on values, perceptions, nonverbal meanings and customs. (Author/AMH)

0395 ED 192 897
Jarm, Charles
The First Avenue After-School Day Care Center: A Program for Low Income Families in New York City.
Pub Date—Jun 79
Note--4p.; Paper presented at School's Out! A Conference on Day Care for the School-Age Child (Boston, MA, June 15-16, 1979). For other papers from this conference, see PS 011 714-726.
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*After School Day Care, Bilingual Students, Elementary Secondary Education, *Immigrants, *Low Income Groups, Program Descriptions, Tutorial Programs

This paper provides a very brief overview of an after-school day care center in New York City which cares for a maximum of 65 immigrant children 6 through 12 years of age. The population served consists of families from Hong Kong, China, Latin America, India, Pakistan, Puerto Rico, Korea and Nigeria. As most families served know little English, multilingual staff members work closely with bilingual children. In addition to snacks and many activities, the center provides homework assistance during the school year through daily tutorial periods. The center also assists parents in their contacts with teachers and school bureaucracies. (Author/RH)

0396 ED 192 899
Wheeler, Samuel B. Wilson, Cynthia E.
The Brookline After-School Special: A Program for Older Elementary Children in Brookline, Massachusetts. The Parent's Perspective and the Director's Perspective.
Pub Date—Jun 79
Note--9p.; Paper presented at School's Out! A Conference on Day Care for the School-Age Child (Boston, MA, June 15-16, 1979). For other papers from this conference, see PS 011 714-726.
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*After School Day Care, Elementary School Students, *Parent Participation, *Parent School Relationship, Program Descriptions, *Program Development, *Program Implementation
Identifiers—*Massachusetts (Brookline)

This brief paper describes the "Brookline After School Special:" a program created to meet the after-school needs of older elementary school-age children throughout the city of Brookline, Massachusetts. The rationale for the program, a discussion of aspects considered in implementing the program, and reflections on the first year of operation and present concerns are provided. In addition, the program director briefly comments on program design and staff activities and responsibilities. A number of issues that emerged from a self-evaluation of the program are indicated and discussed to highlight underlying questions and everyday concerns that arise in providing after-school day care for an older age group of children. (Author/RH)

0397 ED 192 943
An Urban-Oriented Fieldwork and In-Circuit Television Based Teacher Training Program for Bilingual Bicultural Education Focusing on Teachers of Limited English Speaking Ability School Age Students: A Model Program for the Urban Middlewest Schools (Milwaukee, Wisconsin), 1976-1977. Year 1. Final Report.
Wisconsin Univ., Madison. School of Education.
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Bureau No.—403EH60095
Pub Date—77
Grant—G00764777
Note--122p.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Bilingual Education, Bilingual Teachers, Demonstration Programs, Educational Objectives, Field Experience Programs, Higher Education, Latin American Culture, *Multicultural Education, Program Descriptions, Program Evaluation, Questionnaires, Scholarships, *Spanish Speaking, Student Teaching, Teacher Certification, *Teacher Education, *Teacher Education Curriculum, *Urban Education
Identifiers—*Limited English Speaking, Wisconsin

A detailed program description and evaluation are contained in the final report of a demonstration project designed to prepare certified teachers of limited English speaking ability students for bilingual bicultural education programs. The introductory section summarizes the purpose of the program, which offered traineeships to individuals intending to acquire a major or minor in bilingual education and to become proficient in both Spanish and English. The second section, the bulk of the report, presents objectives and courses for the four-year degree program leading to Wisconsin certification. Required and elective courses are listed by age levels (early childhood through secondary) and by program components (language, culture, professional preparation, and fieldwork in urban classrooms). Subsequent sections discuss selection of trainees, coordination between the university and local education agencies, and collaboration with the Center for Latin America. The final section contains the program evaluation, conducted by an independent evaluator and based on questionnaires administered to all staff and student members of the project. Appendices include a variety of project correspondence and the traineeship application and selection forms. (JH)

0398 ED 192 956
A Guide for Evaluating and Selecting Multicultural Instructional Materials.
Illinois State Board of Education, Springfield.
Pub Date—[74]
Note--30p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Cultural Pluralism, Elementary Secondary Education, *Ethnic Bias, Evaluation Criteria, *Evaluation Methods, Guidelines, *Instructional Materials, *Media Selection, *Multicultural Education, *Racial Bias, State Legislation, Stereotypes, Textbook Selection
Identifiers—Cultural Contributions, *Illinois

Designed for both school and community personnel, this guide provides assistance in the evaluation and selection of ethnically valid instructional materials which reflect the role and contributions of the diverse racial and ethnic groups in American society. There is a list of 10 criteria for the selection of instructional materials and a statement of the major considerations involved in choosing textbooks that are racially unbiased. The principal method of evaluation described consists of a series of questions with examples which teachers, educators, publishers, or parents can use to examine the content of either individual passages or an entire text for ethnic or racial bias. The questions focus on omissions, stereotypes, distortions, impositions of standards, contributions, and derogatory language. The guide also suggests a method for correcting unacceptable passages. Finally, there are content analysis questions to be applied to the work as a whole. The appendixes include names and addresses of the Illinois regional advisory committees, names and addresses of textbook publishers, and a plan for the effective use of these guidelines. (CM)

0399 ED 192 986
Establishing Equity in Language & Illustrations. Revised.
Texas Education Agency, Austin.
Report No.—GEO-402-07
Pub Date—80
Note--29p.; For related document, see ED 176 914.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Audiovisual Aids, *Disabilities, Elementary Secondary Education, *Ethnic Stereotypes, Females, *Guidelines, *Illustrations, Instructional Materials, Labeling (of Persons), *Language Usage, Males, Mexican Americans, Minority Groups, Nondiscriminatory Education, *Sex Stereotypes
Identifiers—Job Titles

Designed to help educators improve equity in language and illustrations in their teaching materials, the guidelines in this booklet focus on equality toward men and women, racial and ethnic minority group members, and handicapped persons. The narrative portions of each section are enhanced by specific examples to use ("The average school principal works closely with teachers") and to avoid ("The average school principal works closely with his teachers"). In addition, ideas are delineated on how to apply the guidelines. The section on nonsexist treatment of men and women includes two subtopics, language (the generic "he", occupational titles, parallel language, and letterwriting) and sex roles and traits (emotional traits of women/girls and men/boys, family patterns, occupational roles, role models, parenting roles, historical references, and physical appearances). The section on minority groups contains discussions on language and roles/traits of minorities. The section on representation of handicapped persons suggests that in developing education materials, one might ask, "Are stereotypes, such as portraying the blind as helpless, avoided?" The section on avoiding stereotypes in graphics and audiovisuals deals with a numerical balance of the sexes, sex stereotypes, physical types and handicaps, and racial or minority stereotypes. (AN)

0400 ED 193 006
Carsrud, Karen Elizabeth
Evaluation of Achievement Outcomes: Austin's Experience. Publication No. 80.33.
Austin Independent School District, Tex. Office of Research and Evaluation.
Pub Date—Aug 80
Note--11p.; Paper presented at the National Conference on Longitudinal Evaluation of Bilingual Programs (Austin, TX, August, 1980).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Achievement Gains, *Basic Skills, *Bilingual Education, Elementary Education, English, *Language Proficiency, Mathematics, *Reading Skills, Spanish, *Spanish Speaking, Speech Skills
Identifiers—*Austin Independent School District TX, Elementary Secondary Education Act Title VII

Austin's 5-year Title VII project was intended to improve the achievement of elementary students in the following areas: oral language proficiency, knowledge of basic concepts, reading ability in Spanish, and proficiency in English reading and math. Results indicated that program participants gained in knowledge of basic concepts at the kindergarten level and, to some extent, in Spanish reading ability. Fifth grade project students showed greater achievement than their nonproject peers in English reading. However, in fifth grade math and fourth grade reading and math, project students and nonproject students did not differ in their rate of gains. The gap in achievement between Spanish-dominant or bilingual students and their English-dominant peers remained. The program raised several problems for consideration: (1) difficulty in locating appropriate instruments for measuring achievement objectives in bilingual programs; (2) difficulty in obtaining an appropriate sample of students; (3) personnel changes in both project staff and evaluation staff during the course of a project; and (4) lack of evaluation models applicable for longitudinal evaluations of achievement in bilingual programs. (CM)

0401 ED 193 109
Key Competencies: Social Studies, Elementary School.
Philadelphia School District, Pa. Office of Curriculum and Instruction.
Pub Date—80
Note--26p.; For related documents, see SO 012 814-821.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Behavioral Objectives, *Citizenship Education, *Competency Based Education, Course Objectives, Critical Thinking, Cultural Awareness, Decision Making, Economic Factors, *Educational Objectives, Elementary Education, Environment, *Global Approach, Government (Administrative Body), Learning Activities, Minimum Competencies, Political Attitudes, Relevance (Education), Self Concept, Sequential Learning, Skill Development, *Social Studies

This booklet outlines specific competencies for social studies education in grades one through six in the Philadelphia school system. The focus of social studies education is seen to be the transmission of knowledge and inculcation of skills and attitudes essential for good citizenship in an interdependent world. Five important areas which contribute to good citizenship are self-realization, governing, producing and consuming, utilizing environments, and critical thinking and decision making. These areas form the basis for the competencies listed for each of six grade levels. For each grade level at least 10 competencies are listed. Each competency is followed by at least one behavioral objective which can be used to evaluate mastery of the competency. For example, a key competency for grade three is, "Students will show awareness of the neighborhood as a geographic entity." A behavioral objective for this is "Identify or draw a map of the neighborhood." Other key competencies include understanding that people have feelings and emotions (grade one), recognizing the importance of city services (grade two), appreciating ethnic and cultural diversity (grade four), and understanding the importance of political and geographic boundaries (grade six). Some of the behavioral objectives involve activities related to the city of Philadelphia. (AV)

0402 ED 193 110
Key Competencies: Social Studies, Secondary Schools.
Philadelphia School District, Pa. Office of Curriculum and Instruction.
Pub Date—80
Note--58p.; For related documents, see SO 012 813-821.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Behavioral Objectives, City Government, *Competency Based Education, Course Objectives, Critical Thinking, Decision Making, Economics, *Educational Objectives, Federal Government, Geography, Learning Activities, Minimum Competencies, Political Science, Secondary Education, Sequential Learning, Skill Development, *Social Sciences, *Social Studies, Sociology, State Government, State History, United States History, World History

Specific competencies are outlined for social studies education in grades seven through 12 in the Philadelphia school system. The focus of social studies education is seen to be the transmission of knowledge and inculcation of skills and attitudes essential for good citizenship in an interdependent world. Five areas which contribute to good citizenship are self-realization, governing, producing and consuming, utilizing environments, and critical thinking and decision making. These areas form the basis for competencies listed for eight courses in the secondary social studies program. The courses are geography (grade seven), Pennsylvania and American history and government (grade eight), world history (grade nine), American history (grades 10 or 11), political science (grade 12), economics (grade 12), sociology (grade 12), and Philadelphia government (grades 10 through 12). For each course, between four and 13 competencies are identified. Each competency is followed by numerous behavioral objectives which can be used to evaluate mastery of the competency. For example, a competency in American history is, "Students will understand some of the political and social problems America faced between 1870-1920." A related behavioral objective is to identify some of the reasons for the great upsurge in immigration during that period. (AV)

0403 ED 193 111
Key Competencies: African and Afro-American Studies, Elementary Schools.
Philadelphia School District, Pa. Office of Curriculum and Instruction.
Pub Date—80
Note--17p.; For related documents, see SO 012 813-821.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*African Culture, Behavioral Objectives, Black Culture, Black History, Blacks, *Black Studies, *Competency Based Education, Course Objectives, Cultural Awareness, *Cultural Background, Cultural Images, *Educational Objectives, Elementary Education, Human Dignity, Individual Differences, Learning Activities, Minimum Competencies, Racial Discrimination, Self Concept, Sequential Learning, United States History
Identifiers—Africa

Outlined in this booklet are key competencies for African and Afro-American studies courses in kindergarten through grade six in the Philadelphia school system. Afro-American studies are viewed as (1) developing students' ability to gain insights and destroy stereotypes and (2) providing a frame of reference for understanding the forces which have shaped social problems based on race and color. For each grade level, between two and eight competencies are identified. Each competency is followed by numerous behavioral objectives by which mastery of the competency can be evaluated. For example, one fifth grade competency is that students will learn a definition of cultural heritage and the concept of tradition. One behavioral objective for this competency is identification of five characteristics of African cultural heritage brought to America by African people. Progressing from kindergarten through grade six, the competencies emphasize understanding differences among all living things, self-acceptance, concepts of family and community, geography of Africa, black history in Philadelphia, racism and the civil rights movement, and African influences on Western culture. (AV)

0404 ED 193 112
Key Competencies: African and Afro-American Studies, Secondary Education.
Philadelphia School District, Pa. Office of Curriculum and Instruction.
Pub Date—80
Note--21p.; For related documents, see SO 012 813-821.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*African Culture, Behavioral Objectives, Black Culture; *Black History, Blacks, *Black Studies, *Competency Based Education, Course Objectives, Cultural Awareness, Cultural Background, Cultural Images, *Educational Objectives, Learning Activities, Minimum Competencies, Modern History, Racial Discrimination, Secondary Education, Sequential Learning, Social Problems, World History
Identifiers—Africa

This booklet identifies major competencies for African and Afro-American studies courses in grades seven through 12 in the Philadelphia school system. Afro-American studies are viewed as (1) developing students' ability to gain insights and destroy stereotypes and (2) providing a frame of reference for understanding the forces which have shaped social problems based on race and color. Between two and five major competencies are outlined for each grade level. Each competency is followed by up to 15 behavioral objectives or learning activities by which mastery can be evaluated. The competencies include knowledge of modern and traditional African history; colonialism and slavery; contributions of Black people to science, music, art, education, and government; significant Black leaders of the 20th century; major cultural influences of African peoples to world history; important Supreme Court decisions which have affected Black people in America; and the impact of racism in American society. (AV)

0405 ED 193 348
Weinberg, Meyer
Intra-District Inequalities, II.
Massachusetts Univ., Amherst. School of Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Mar 80
Note--50p.; Not available in paper copy due to institution's restriction. For a related document see UD 020 608.
Available from—Horace Mann Bond Center for Equal Education, School of Education, University of Massachusetts, Amherst, MA 01003 ($4.00 + $0.30 postage).
Journal Cit—Research Review of Equal Education; v3 n2 Spr 1979
Pub Type— Information Analyses (070) — Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Civil Rights Legislation, *Educational Finance, Elementary Secondary Education, *Equal Education, Equal Facilities, *Expenditure Per Student, Federal Aid, *Financial Problems, Racial Discrimination, *School District Spending, School Taxes, State Aid
Identifiers—California (Los Angeles), Elementary Secondary Education Act Title I, Hobsen v Hansen, Illinois (Chicago), New York (New York)

Research on intra-district inequalities is necessary for determining if changes in state financing formulas have affected inequitable distributions of educational resources within school districts and between classrooms in individual schools. Material inequalities in per pupil expenditures based on race were outlawed by the Hobsen vs Hansen court decision. Title I of the Elementary and Secondary Education Act was found to have worsened intra-district inequalities in some school systems either through the withdrawal of local funds from poor schools or through improper use of funds to purchase services for ineligible children. Intra-district inequalities were found by the Office for Civil Rights in New York City, Chicago, and Los Angeles. The inequalities were related to racial, ethnic, and - inferentially - economic factors. Efforts to support litigation for revision of inter-district taxation has led to the omission of emphasis on intra-district inequalities and to the exaggeration of factors beyond district control. A new Federal inquiry into inter-district, intra-district, and within school inequalities may be of pivotal significance in the formulation of future policy and research. Tables of data are included and a bibliography is appended. (Author/MK)

0406 ED 193 349
Harris, Kenneth A. Dowe, Ronald R.
Detroit High School Profiles: Criteria-Based Monitoring of Desegregation.
Detroit School District, United States District Court Monitoring Commission, Detroit, Mich.
Pub Date—1 Apr 80
Note--72p.; Paper prepared for the American Educational Research Association Annual Meeting (Symposium: Sig/Social Indicators Research), Social Indicators of Equality of Educational Opportunity (Boston, MA, April 1, 1980). Some pages may be marginally legible due to reproduction quality of original.
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Court Role, *Criteria, *Desegregation Effects, Desegregation Litigation, Desegregation Plans, *Evaluation Methods, *Program Effectiveness, Program Evaluation, *School Desegregation, Secondary Education
Identifiers—*Detroit Public Schools MI

A criterion-based assessment procedure was used to evaluate the success of court-ordered desegregation and educational programs in Detroit, Michigan. A monitoring commission was appointed to effect this assessment. This report begins by describing the commission and assessment procedures. The next portion of the report is devoted to materials which outline the criteria the commission used to assess high schools. The materials are divided into three sections: broad criteria, minimal criteria for the initial assessment, and descriptions of staff action for further assessment of individual schools. This is followed by graphs and tables of data used as examples of high school assessment profiles. Newspaper clippings and court memoranda pertaining to school desegregation are also included. (MK)

0407 ED 193 350
Weinberg, Meyer
Intradistrict Inequalities, I.
Massachusetts Univ., Amherst. School of Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Mar 80
Note--39p.; Not available in paper copy due to institution's restriction. For a related document see UD 020 440.
Available from—Horace Mann Bond Center for Equal Education, School of Education, University of Massachusetts, Amherst, MA 01002 ($4.00)
Journal Cit—Research Review of Equal Education; v3 n1 Win 1979
Pub Type— Historical Materials (060) — Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Blacks, *Court Litigation, *Educational Resources, Elementary Secondary Education, *Equal Education, Expenditures, Literature Reviews, Low Income Groups, *Racial Discrimination, *Resource Allocation, School Support, *Social Differences
Identifiers—Supreme Court

This article discusses inequalities in the distribution of educational resources, with emphasis placed on inequalities within school districts. In the first section, racially-based inequalities within school districts are traced from the post Civil War period to the 1960s. Examples of unequal expenditures for black students given in this section include disparities in the rural South and in Newark, Chicago, and the District of Columbia. The second section is a review of social science research investigating the degree to which educational resource allocations favor upper income children. Studies examining the unequal distribution of adequate school buildings, experienced and well paid staff, and local, State and Federal funds within districts and within individual schools are discussed. The third section traces the changing legal stance on equality of educational resource allocation. Included are discussions of the post Civil War period of mandated equality in some States, the rulings by courts at all levels approving intradistrict inequalities at the turn of the century, the Supreme Court's unrealistic assertion in the 1954 Brown vs. Board of Education decision that inequalities in expenditures were not an issue because inequalities did not exist in the Brown States, and the Supreme Court's declaration of the need for the elimination of intradistrict educational inequalities linked to illegal segregation in the 1977, Milliken decision. A list of court cases cited in the article is appended. (BE)

0408 ED 193 351
Grade 7 Student Attitudes Toward Desegregation–Second Survey, May 1978.
Detroit Public Schools, Mich. Dept. of Research and Evaluation.
Pub Date—Jan 79
Note--37p.; For related documents see UD 020 654-655, UD 020 657, UD 020 659-660, and UD 020 662.
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Attitude Measures, *Desegregation Effects, Educational Environment, Grade 7, Junior High Schools, Questionnaires, Racial Attitudes, Racial Relations, *School Desegregation, School Safety, *Student Attitudes
Identifiers—*Michigan (Detroit)

A questionnaire was administered to samples of Grade 7 students in 22 desegregated middle schools in Detroit, Michigan, to evaluate the impact of desegregation on student attitudes. The questions focused on several areas including student racial relations, attitudes toward race, and perceptions of race related school conditions and school safety. This report includes analyses of questionnaire items that were considered most important and meaningful for a useful evaluation. The appendix presents the complete distributions of responses to the questionnaire items for which major findings were reported. (MK)

0409 ED 193 352
Middle School Parent Attitudes Toward Desegregation–Second Survey, May 1978.
Detroit Public Schools, Mich. Dept. of Research and Evaluation.
Pub Date—May 79
Note--57p.; For related documents see UD 020 653-655, UD 020 657, UD 020 659-660, and UD 020 662.
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Academic Achievement, Attitude Measures, Busing, Counseling, *Desegregation Effects, Discipline, Educational Quality, Junior High Schools, *Parent Attitudes, Parent School Relationship, Questionnaires, Racial Relations, *School Desegregation
Identifiers—*Michigan (Detroit)

A questionnaire was administered to samples of parents of Grade 7 students in 22 desegregated middle schools in Detroit, Michigan, to evaluate the impact of desegregation on parent attitudes. The questions focused on several areas including desegregation and busing, pupil learning and racial relations, quality of education, school-parent relations, discipline and counseling. This report includes analyses of questionnaire items that were considered most important and meaningful for a useful evaluation. The appendix presents the complete distributions of responses to the questionnaire items for which major findings were reported. (MK)

0410 ED 193 353
Elementary School Parent Attitudes Toward Desegregation–Second Survey, May 1978.
Detroit Public Schools, Mich. Dept. of Research and Evaluation.
Pub Date—May 79
Note--61p.; Not available in paper copy due to light print. For related documents see UD 020 653-654, UD 020 657, UD 020 659-660, and UD 020 662.
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Achievement, Attitude Measures, Busing, Counseling, *Desegregation Effects, Discipline, Educational Quality, Elementary Education, *Parent Attitudes, Parent School Relationship, Questionnaires, Racial Relations, *School Desegregation
Identifiers—*Michigan (Detroit)

A questionnaire was administered to samples of parents of Grade 2 and Grade 5 students in 38 desegregated elementary schools in Detroit, Michigan, to evaluate the impact of desegregation on parent attitudes. The questions focused on several areas including desegregation and busing, pupil learning and racial relations, quality of education, school-parent relations, discipline, and counseling. This report includes analyses of questionnaire items that were considered most important and meaningful for a useful evaluation. The appendix presents the complete distributions of responses to the questionnaire items for which major findings were reported. (MK)

0411 ED 193 354
Detroit Public Schools' Three-Year Bilingual Education Plan, 1979-1982.
Detroit Public Schools, Mich. Dept. of Bilingual Eduction.
Pub Date—16 Aug 79
Note--158p.; Report prepared by the Detroit Bilingual Education Task Force.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Bilingual Education, Community Involvement, Elementary Secondary Education, *English (Second Language), Multicultural Education, *Non English Speaking, Parent Participation, Personnel, Program Administration, Program Descriptions, Program Evaluation, *Program Implementation, Special Education
Identifiers—*Detroit Public Schools MI

This report details plans for future action by the Detroit Public Schools for bilingual education. It begins with an historical overview of national and local bilingual education in the last several years. The next section consists of a statement of goals, both for the program and the students involved. The two following sections address the areas of identification, assessment, and placement of non-English or limited English speaking children in the school system. Six additional sections describe program model options available for implementation in schools, staffing, parent and community involvement, administration and governance of bilingual programs, student and program evaluations, and special education. The final three sections discuss bilingual/multicultural education financing, Federal and State funding, and monitoring of program implementation. A glossary of terms is included. (Author/MK)

0412 ED 193 355
Elementary School Staff Attitudes Toward Desegregation–Second Survey, May 1978.
Detroit Public Schools, Mich. Dept. of Research and Evaluation.
Pub Date—Jan 79
Note--43p.; For related documents see UD 020 653-655, UD 020 659-660, and UD 020 662.
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Attitude Measures, Busing, *Desegregation Effects, Discipline, Elementary Education, Questionnaires, Racial Relations, School Counseling, *School Desegregation, Student Teacher Relationship, *Teacher Attitudes, Teacher Morale, Teacher Response
Identifiers—*Michigan (Detroit)

A questionnaire was administered to samples of staff from 38 desegregated elementary schools in Detroit, Michigan, to evaluate the impact of desegregation on staff attitudes. The questions focused on a number of areas including desegregation and busing, student achievement, student-staff relations, student racial relations, and staff relations and morale. This report includes analyses of questionnaire items that were considered most important and meaningful for a useful evaluation. The appendix presents the complete distributions of responses to the questionnaire items for which major findings were reported. (MK)

0413 ED 193 356

Impact of the Co-Funded Components.

Detroit Public Schools, Mich. Dept. of Research and Evaluation

Pub Date—11 Mar 80

Note--38p.; For a related document see UD 020 664.

Pub Type— Reports - Evaluative (142) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Communication Skills, *Desegregation Effects, *Educational Improvement, Educational Quality, Elementary Secondary Education, *Program Effectiveness, Program Evaluation, Racial Relations, Reading Improvement, *School Desegregation, Surveys, Testing

Identifiers—*Detroit Public Schools MI, Emergency School Aid Act 1972

In 1975 the City of Detroit Public Schools were ordered by the United States District Court to improve educational services in order to eliminate vestiges of past discrimination. To this end, the school system obtained Emergency School Aid Act and State monies to fund four educational components: reading and communication skills, inservice training, testing, and guidance and counseling. This report presents early findings of evaluations of the four components. Test data from a variety of norm and criterion referenced tests for a cross-section of grade levels indicated gains in reading and communication skills. Survey responses from elementary, middle, and high school staff members indicated improved racial relations among students. Survey responses from middle and secondary school students also indicated that student racial relations had improved. Observations of test administration procedures indicated that improved testing procedures had made a positive impact. Staff and student survey data are appended. (MK)

0414 ED 193 357

Grade 10 Student Attitudes Toward Desegregation–Second Survey, May 1978.

Detroit Public Schools, Mich. Dept. of Research and Evaluation

Pub Date—Jan 79

Note--37p.; For related documents see UD 020 653-655, UD 020 657, UD 020 660, and UD 020 662.

Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Attitude Measures, *Desegregation Effects, Educational Environment, Grade 10, High Schools, Questionnaires, Racial Attitudes, Racial Relations, *School Desegregation, School Safety, *Student Attitudes

Identifiers—*Michigan (Detroit)

A questionnaire was administered to samples of Grade 10 students in 11 desegregated high schools in Detroit, Michigan, to evaluate the impact of desegregation on student attitudes. The questions focused on several areas including student racial relations, attitudes toward race, and perceptions of race related school conditions and school safety. This report includes analyses of questionnaire items that were considered most important and meaningful for a useful evaluation. The appendix presents the complete distributions of responses to the questionnaire items for which major findings were reported. (MK)

0415 ED 193 358

Middle School Staff Attitudes Toward Desegregation–Second Survey, May 1978.

Detroit Public Schools, Mich. Dept. of Research and Evaluation.

Pub Date—Mar 79

Note--45p.; For related documents see UD 020 653-655, UD 020 657, UD 020 659, and UD 020 662.

Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Attitude Measures, Busing, *Desegregation Effects, Discipline, Junior High Schools, Questionnaires, Racial Relations, School Counseling, *School Desegregation, Student Teacher Relationship, *Teacher Attitudes, Teacher Morale, Teacher Response

Identifiers—*Michigan (Detroit)

A questionnaire was administered to samples of staff from 22 desegregated middle schools in Detroit, Michigan, to evaluate the impact of desegregation on staff attitudes. The questions focused on a number of areas including desegregation and busing, student achievement, student-staff relations, student racial relations, and staff relations and morale. This report includes analyses of questionnaire items that were considered most important and meaningful for a useful evaluation. The appendix presents the complete distributions of responses to the questionnaire items for which major findings were reported. (MK)

0416 ED 193 360

High School Staff Attitudes Toward Desegregation–Second Survey, May 1978.

Detroit Public Schools, Mich. Dept. of Research and Evaluation.

Pub Date—Mar 79

Note--44p.; For related documents see UD 020 653-655, UD 020 657, and UD 020 659-660.

Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Attitude Measures, Busing, *Desegregation Effects, Discipline, High Schools, Questionnaires, Racial Relations, School Counseling, *School Desegregation, Student Teacher Relationship, *Teacher Attitudes, Teacher Morale, Teacher Response

Identifiers—*Michigan (Detroit)

A questionnaire was administered to samples of staff from 11 desegregated high schools in Detroit, Michigan, to evaluate the impact of desegregation on staff attitudes. The questions focused on a number of areas including desegregation and busing, student achievement, student-staff relations, student racial relations, and staff relations and morale. This report includes analyses of questionnaire items that were considered most important and meaningful for a useful evaluation. The appendix presents the complete distribution of responses to the questionnaire items for which major findings were reported. (MK)

0417 ED 193 362

Detroit Public Schools Educational Components.

Detroit Public Schools, Mich.

Pub Date—9 Nov 76

Note--46p.; Prepared by the Office of the General Superintendent and the Division of Educational Services. Tables may be marginally legible due to broken print. For a related document see UD 020 658.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Communication Skills, *Desegregation Methods, Educational Improvement, Elementary Secondary Education, *Guidance, *Inservice Teacher Education, Program Descriptions, *Reading Skills, *Testing

Identifiers—*Detroit Public Schools MI, Emergency School Aid Act 1972

In 1975 the City of Detroit Public Schools were ordered by the United States District Court to improve educational services in order to eliminate vestiges of past discrimination. To this end, the school system obtained Emergency School Aid Act and State monies to fund four educational components: reading and communication skills, inservice training, testing, and guidance and counseling. This report presents a summary budget of the four co-funded educational components and then briefly describes each of the components. Each description includes a summary of program activities and shows how the activities will be implemented in elementary, middle, and secondary schools. A time line for program implementation is included for each component. (MK)

0418 ED 193 363

Management Accountability System for Desegregation Educational Components.

Detroit Public Schools, Mich.

Pub Date—12 Oct 79

Note--147p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Accountability, *Administrative Policy, Administrator Responsibility, *Compliance (Legal), Desegregation Effects, *Desegregation Methods, Elementary Secondary Education, Program Descriptions, *Program Implementation

Identifiers—*Detroit Public Schools MI

The accountability system developed by the Detroit Public Schools is designed to ensure that the letter and the spirit of the educational components of the system's desegregation plan are fully instituted in every school. For each component (bilingual/bicultural education, elementary and middle school reading, career and counseling guidance, vocational education, teacher inservice, community relations, senior high school reading, testing, and the uniform code of student conduct)the responsibilities of each key position are delineated. Acceptable evidence of compliance with court orders is described. The positions responsible for monitoring, correcting, and reporting the level of implementation are designated. Two reporting systems, one guaranteeing accountability by principals and superintendents and one to provide analyses of implementation and impact by component, are described. (Author/MK)

0419 ED 193 364

McMillan, Charles B.

Magnet Schools: An Approach to Voluntary Desegregation. Fastback 141.

Phi Delta Kappa, Bloomington, Ind. Educational Foundation.

Pub Date—80

Note--52p.; Not available in paper copy due to institution's restriction.

Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.75, $0.60 to members).

Pub Type— Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Desegregation Methods, *Desegregation Plans, Elementary Secondary Education, *Magnet Schools, Program Effectiveness, *School Desegregation, Urban Schools, Voluntary Desegregation

This booklet was written to describe and evaluate the role of magnet schools in desegregation plans. The author presents case studies of two moderately successful magnet schools, the Martin Luther King Middle School in Boston and the Clifton Multi-Age Magnet School in Cincinnati. He then discusses magnet schools in the context of desegregation and illustrates the way in which the courts have been using magnet schools for desegregation purposes. In the third section the author discusses the educational dimension of magnet schools, somewhat apart from their desegregation impact. The author then reviews the roles of State and Federal governments in supporting magnet education. The booklet is concluded with a discussion of the pros and cons of metropolitan magnet schools and recommendations for magnet school programs. (Author/MK)

0420 ED 193 383

Project TIES: Tracing Individual Ethnic Sources. Activities, Grades 10-12.

Allegheny Intermediate Unit, Pittsburgh, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—549AH80153

Pub Date—79

Note--107p.; Page 31 (Map) may be marginally legible due to small print.

Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Cultural Background, Cultural Differences, Cultural Interrelationships, *Ethnicity, Ethnic Relations, *Instructional Materials, *Multicultural Education, Secondary Education

Tracing Individual Ethnic Sources (Project TIES) offers students a chance to explore the area of ethnicity by first examining their own family and cultural heritage and then comparing their history to that of others in the hope of reinforcing the universality of culture, promoting the acceptance of ethnic diversity, and restraining cultural chauvinism. This guide contains an activity and skill-oriented curriculum designed to provide students in grades 10-12 with the tools for carrying out their investigations. The first group of activities ('My Ethnic Heritage") highlights the student's own ethnic and family background. The second group ('Where Do I Fit?") compares the students experiences to classroom, local, and national patterns. Finally, the curriculum attempts to bridge the gap between the ethnocentrism of studying one's own past and the abstractness of learning about the wider society by focusing on cultural interactions in the third group of activities ('Intergroup Relations"). (Author/MK)

0421 ED 193 385
Brumberg, Stephan F. Toledo, Victor
Final Evaluation Report for the C.S. 211 Bilingual Gifted and Talented Program 1978-1979.
National Training and Evaluation Center, New York, N.Y.
Spons Agency—Community School District 12, Bronx, N.Y.
Pub Date—[79]
Grant—G00700624
Note--31p.; Appendix I (Student Questionnaire) has been deleted due to reproducibility factors.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, *Bilingual Education, Elementary Education, *Gifted, Program Descriptions, *Program Effectiveness, Program Evaluation, Resource Staff, Spanish, Theater Arts
Identifiers—Bilingual Education Act 1968, New York (Bronx)

This report provides a program description and evaluation findings of a bilingual program for gifted and talented children conducted at C.S. 211, an elementary school serving black and Hispanic children in an economically deprived area of the Bronx, New York. The program's goals, which included above grade level reading and mathematics performance in the children's native language and acquisition of the second language, are reviewed. Instructional practices, curriculum and materials development, and staff development designed to accomplish these goals are described. Program activities for the 1978-79 academic year, including classroom and performing arts activities, are reviewed. The Bilingual Gifted and Talented Program is positively evaluated, with particular praise given to the teaching staff of C.S. 211. Based on observations, on comparisons of achievement test data with the District average, and on results from a student questionnaire, it is recommended that funding for the program be continued. Problem areas relating to the program's scope, administration, selection and testing procedures, and staff utilization are also identified and discussed. (GC)

0422 ED 193 386
Pizzillo, Joseph J., Jr. And Others
Bilingual Title VII Program, Regular School Year 1978-79. Final Evalution Report, July 1, 1978 through June 30, 1979.
Multilingual/Multicultural Laboratory Center, New York, N.Y.
Spons Agency—Community School District 5, New York, N.Y.
Bureau No.—403CH80382
Pub Date—30 Jul 79
Grant—G007700504
Note--54p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Academic Achievement, *Bilingual Education, Elementary Education, Junior High Schools, *Program Administration, Program Descriptions, *Program Effectiveness, Program Evaluation, Spanish
Identifiers—Bilingual Education Act 1968

The results of an evaluation of a Title VII bilingual education program conducted in four Central Harlem (New York City) elementary and junior high schools are presented in this report. The program, which consisted of bilingual (Spanish and English) instruction in language and reading skills, mathematics, science, and social studies, is briefly described. Objectives in the areas of instruction, staff training, materials and curriculum development, and parent and community involvement are outlined, and evaluation findings are discussed separately for each area. Extensive pre and post test student achievement data are presented. Also focused on in the report are administrative procedures and the relationship obtained between project staff members and their administrative assignments. Recommendations are offered in the areas of future evaluation procedures, achievement measures, language usage, individual school decision making, inter-school cooperation, and the participation of a broader range of students. (GC)

0423 ED 193 403
Irizarry, Ruddie A. And Others
South Bronx High School Bilingual Program. Final Evaluation Report, 1978-1979.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Pub Date—Dec 79
Note--33p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, *Bilingual Education, *English (Second Language), Program Descriptions, *Program Effectiveness, Program Evaluation, Secondary Education, *Spanish Speaking
Identifiers—*Bilingual Education Act 1968, Elementary Secondary Education Act Title VII, *New York (Bronx)

The South Bronx High School Bilingual Basic Skills Program offered instruction in English as a Second Language, English reading, native language arts, and content areas (in Spanish) to 360 ninth and tenth graders. The primary goal of the program (in its first year of operation) was to mainstream bilingual students with their English speaking peers. Additional program components included curriculum development, staff development, parent and community participation, and supportive services. The program was evaluated using norm and criterion referenced test data, school records, and evaluator observations. Findings indicated that the program was implemented as proposed: (1) ten students were judged to have achieved a level of English competence so they no longer needed special services, (2) ninth and tenth graders made significant gains in English reading, (3) an average of .5 to .6 objectives were mastered per month in English as a Second Language classes, (4) most students passed tests in Spanish language arts and in the content areas, (5) students exhibited gains in math when tested with norm-referenced instruments, but most failed teacher-made tests, and (6) program participants surpassed the school attendance rates. Recommendations for future program implementations are included. (MK)

0424 ED 193 408
Harrington, Charles
Bilingual Education in the United States: A View from 1980. ERIC/CUE Urban Diversity Series, Number 68, August 1980.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Aug 80
Contract—400-77-0071
Note--25p.
Available from—Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027 ($5.00).
Pub Type— Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Bilingual Education, Compliance (Legal), Demonstration Programs, Elementary Secondary Education, *Federal Legislation, Financial Support, Multicultural Education, Non English Speaking, *Political Issues, *Program Evaluation, Social Influences
Identifiers—Bilingual Education Act 1968, *Lau v Nichols

Focusing on the time period since the 1974 Supreme Court Lau v. Nichols decision, this paper reviews Federal policy regarding bilingual education, discusses the current sociopolitical context of bilingual education, discusses evaluations of bilingual programming done to date, and examines the implications of these factors for schools and classrooms at the local level. Some of the features that distinguish present bilingual education policy from policies adopted in regard to earlier immigrant populations are outlined. Political problems faced by bilingual education since "Lau" are identified as (1) loss of local autonomy, (2) conflict between the legislative and executive branches of government (3) inconsistencies in the guidelines for legal compliance between 1970 and 1974, (4) funding, and (5) reliance on Title VII funds, which perpetuates a deficit (rather than a cultural difference) model of bilingual education. Several recent evaluation studies of bilinigual education programs are reviewed and critical issues common to these evaluations are discussed in terms of their implications for future programs. Finally, a composite model for an exemplary bilingual program is described, based upon what has been learned from previous evaluations. (Author/GC)

0425 ED 193 409
Waxman, Rebecca
Urban Youth in the 80s. Fact Sheets 1-4.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Jul 80
Contract—400-77-0071
Note--10p.
Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027.
Pub Type— Guides - General (050) — Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adolescents, *Child Advocacy, *Delinquency, Minority Group Children, *Pregnant Students, Resource Materials, *Youth Problems
Identifiers—*Youth Tutoring Youth

This document contains fact sheets on four contemporary issues related to young people, (1) teenage pregnancy, (2) juvenile delinquency, (3) youth tutoring of youth, and (4) youth advocacy. The sheet on teenage pregnancy presents statistics on the teenage birth rate, discusses financial and educational problems faced by teenage parents, and describes three programs (in Atlanta, Albuquerque, and New York) that address these problems. Also listed are sources for information on teenage pregnancy. The fact sheet on juvenile delinquency focuses on educational and social service for delinquent youth and describes four programs that provide such services. The sheet on Youth Tutoring Youth (YTY) programs discusses the effectiveness of different types of YTY programs and the adaptation of YTY programs to varied school populations (non English speaking and special education students). A list of resources is also provided. Finally, the fact sheet on youth advocacy describes nine national organizations that provide information and services to individuals concerned with the problems of urban and minority youth. (GC)

0426 ED 193 431
Hubek, June, Comp.
Handbook of Procedures for Implementing a Sex Equity Workshop: Pathway to Awareness.
Florida State Univ., Tallahassee. Center for Studies in Vocational Education.
Spons Agency—Florida State Dept. of Education, Tallahassee.
Pub Date—Mar 80
Note--63p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adult Education, Attitude Measures, Career Choice, *Change Strategies, Elementary Secondary Education, Federal Legislation, Females, Learning Activities, Males, Postsecondary Education, *Program Development, *Program Implementation, Sex Bias, *Sex Discrimination, *Sex Fairness, Sex Role, Sex Stereotypes, Staff Development, *Workshops
Identifiers—*Title IX Education Amendments 1972

Materials in this handbook of procedures for implementing a sex equity workshop consist of six steps intended for adaptation in educational meetings, classrooms, and community gatherings. Outlined in the first section on the need for eliminating sex role stereotyping are legislative and economic mandates for sex equity and goals for inservice educators. Workshop steering committee and participant duties are listed in section 2. Organizational guidelines and a list of possible consultants constitute the third section on workshop design. A sample agenda is presented in section 4. Provided in section 5 are nine sample activities on attitudes toward life roles, role expectations, role expectations for elementary students, attitudes towards women's roles, sexist attitudes, perceived male stereotypes, linguistics, and curriculum bias. A sample action plan and suggestions for writing such a plan are set forth in section 6. A bibliography follows. Appendixes constituting one third of the handbook contain sex role myths and realities, the text of Title IX of the Education Amendments of 1972, Title IX questions and answers, and guidelines for assessing sex bias and sex fairness in career interest inventories. (MN)

0427 ED 193 460

Wolfe, Howard C. And Others

The Evaluation of the Health and Science Action Learning Project, Central High School, Minneapolis Public Schools. Final Report.

Minneapolis Public Schools, Minn.; Minnesota Univ., St. Paul. Center for Youth Development and Research.
Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date—15 Jan 80
Grant—G007802028
Note—120p.; Not available in paper copy due to thin and small print. Appendix G was removed due to copyright restrictions. For related documents see ED 163 226 and ED 167 775.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Allied Health Occupations, Allied Health Occupations Education, *Career Choice, Career Education, *Career Exploration, Career Planning, Careers, Clinical Experience, *Experiential Learning, *Field Experience Programs, Hospitals, Inner City, *Minority Groups, Occupational Aspiration, Program Effectiveness, Program Evaluation, Science Instruction, Secondary Education, Student Attitudes, Student Motivation
Identifiers—Education Amendments 1975, Health and Science Action Learning Project

Evaluation of the Health and Science Action Learning Project was conducted as part of a larger national study of experience-based education programs in secondary schools. Developed to alleviate the problem of minority underrepresentation in the health professions, the program was designed to encourage minority students to consider these careers and increase their capacity to pursue such careers successfully. The research design involved use of instruments and data collection procedures specific to the local evaluation, as well as several instruments of the national evaluation to test the nine project objectives and program implementation. The program was found to have had a positive effect in two areas: exploration and knowledge of careers and self-esteem. There was no change in vocational maturity, confidence in social situations, vocational aspirations, attitudes toward hospitals, or motivation. Recommendations included (1) shifting the program to the morning to provide a better experience at the hospital and increase enrollment, (2) allocating more time to hospital field experience, (3) increasing effort to recruit minority and disadvantaged students with low motivation, (4) providing followup beyond the trimester program, and (5) increasing minority staffing. (Evaluation instruments are appended.) (YLB)

0428 ED 193 464

Chitayat, Deanna

Project SEISMIC-Sex Equity in Schools: Modules in Careers. Report.

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.
Spons Agency—New York State Education Dept., Albany. Office of Occupational and Continuing Education.
Report No.—CASE-17-80
Pub Date—Oct 80
Grant—VEA-80-3F-952 GS
Note—72p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Business, *Career Development, Career Education, Career Exploration, Curriculum Evaluation, Field Tests, *Instructional Materials, Learning Activities, Learning Modules, *Material Development, Program Development, Questionnaires, Secondary Education, *Sex Fairness, Staff Development, Teaching Guides, Workshops
Identifiers—Project SEISMIC

Project SEISMIC (Sex Equity in Schools: Modules in Careers) grew out of a federal mandate to the New York State Educational Department to reduce sex bias in its educational system. Under the project a kit was developed containing four modules for use in staff development, secondary school classrooms, and workshops with the business community. Included in each module are a stimulus videotape, workbook, leaders guide, and other print material. Module A and B are faculty guides for staff development on issues in sex equity and the legal framework of sex equity. Module C contains instructional methods and materials on personal development, career exploration, and communications, and Module D is a guide for encouraging sex equity in the business community. Field tests were conducted for each module and revisions made. (The report includes description of revisions based on field tests, and sample formats of each module are presented. An appendix constituting one-half of the report contains copies and findings of formative evaluation questionnaires concerning the format, content, and overall evaluation of each module.) (MN)

0429 ED 193 471

Martin, Ruth E.

Guidelines to Achieve Sex Equity in Vocational Home Economics. Final Report.

Washington State Univ., Pullman.
Spons Agency—Washington State Commission for Vocational Education, Olympia.
Pub Date—Sep 80
Note—31p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Career Education, Career Planning, *Curriculum Evaluation, *Evaluation Criteria, *Family Life Education, Females, *Guidelines, Home Economics, Males, Parent Participation, School Community Relationship, Secondary Education, *Sex Bias, *Sex Fairness, Sex Stereotypes, Student Attitudes, Teacher Attitudes, Teacher Behavior, Teacher Evaluation, Textbook Bias, Textbook Evaluation, Vocational Education

A project developed, field tested, and disseminated guidelines for elimination of sex bias/stereotyping of females and males in new and existing vocational educational curriculum materials, resources, and methods for home and family life teachers. During the literature review, existing instruments for achieving sex equity were identified. Tentative instruments were further explored. Advisory committee input was helpful in developing a preliminary model set of nonsexist curriculum guidelines. The guidelines were designed to assess the teaching environment and new and/or existing resources. (Appendixes include project materials and correspondence as well as a copy of Guidelines to Achieve Sex Equity in Home and Family Life Education.) The first part of the guidelines, Sex Equity in the Teaching Environment, has five sections that relate to the education of students: teaching behavior, student awareness, school/community, facilities and equipment, and occupational preparation. Responses to the items indicate strengths and weaknesses. Part 2, Guide for Review of Sex Equity in Resource Materials, can be used to review (1) textbooks, pamphlets, and other printed resources and (2) films, filmstrips, and other nonprint resources. This review assesses both role portrayal and language. (YLB)

0430 ED 193 704

Ryu, Jung S.

Some Characteristics of Korean Immigrants in the Los Angeles Area: Initial Perceptions and Mass Media Uses.

Pub Date—[77]
Note—33p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Acculturation, Adults, Attitudes, *Immigrants, *Information Sources, *Korean Americans, Korean Culture, Language Usage, *Mass Media, *Media Research, Newspapers, Social Integration, Socialization, Television

A total of 109 Korean immigrants completed either an English or Korean version of a nine-page questionnaire in a study of the characteristics, assimilation processes, and media usage of Korean immigrants to the Los Angeles, California area. The findings revealed that ambivalent attitudes prevailed among the immigrants. Most were not satisfied with their social status in the United States nor with the American people's attitudes toward them. Most, however, liked the American political system and the way of life. Nearly half showed some desire to return to Korea if possible, but most were either neutral about or unwilling to send their children there. Social contacts were limited to members of the Korean community; few Koreans visited Americans. Lacking a close relationship with American people, the Koreans used the mass media to fulfill their needs. Specifically, they used television to learn English, for information and entertainment, and to help them understand the American way of living; and newspapers to learn about the workings of the political system and to gain information about social activities. (FL)

0431 ED 193 947

Wong, Anna, Comp.

Bibliography of Chinese Bilingual Title VII Project-Developed Curriculum Materials.

San Francisco Unified School District, Calif. Chinese Bilingual Pilot Program.
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Pub Date—80
Note—29p.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Biculturalism, Bilingual Education, *Chinese, Chinese Culture, Cross Cultural Training, Cultural Education, Elementary Secondary Education, *Instructional Materials, Language Arts, Music, Sciences, Social Studies
Identifiers—Bilingual Education Act 1968, *Bilingual Materials

This bibliography lists all the books and materials developed and published by the San Francisco Unified School District for students in bilingual education programs. Most of the materials are intended for elementary grades, although a few are appropriate for use in secondary grades. The bibliography is arranged according to the following subject areas: (1) Chinese language arts, (2) music, (3) science, and (4) social studies. Each listing includes title, author, grade level, languages used, number of pages, and a short description of the material. The materials feature aspects of both Chinese and American culture. (Author/AMH)

0432 ED 194 218

Chitayat, Deanna

The Sex Equity Pamphlet.

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.; New York State Education Dept., Albany. Office of Occupational and Continuing Education.
Spons Agency—Vocational Education Administration (DHEW), Washington, D.C.
Report No.—CASE-18-80
Pub Date—Oct 80
Grant—VEA-80-3F-952GS
Note—30p.
Pub Type— Guides - Classroom - Teacher (052) —

Creative Works (030)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Childrens Literature, *Comics (Publications), *Elementary Education, Learning Activities, Lesson Plans, Sex Fairness, *Sex Role, *Sex Stereotypes, Socialization

This report on comic books, designed to overcome sex stereotyping in elementary school children by exposing them to new role models, includes: (1) a discussion of sex-role learning, stereotyped sex-role characteristics, and comic books; (2) summaries of the story lines of three comic books developed to depict new role models; (3) a black and white copy of the comic book drawings and captions for the three stories; (4) a copy of a teacher's guide and lesson plans for discussion of the three comics; and (5) an anecdotal report of a field test of the comics with a fifth grade classroom (Author/SS)

0433 ED 194 219
Frisby, Deborah
Resource Materials for the Creative Curriculum (With Special Articles on Evaluating the Black & Hispanic Image in Children's Books).
Creative Associates, Inc., Washington, D.C.
Spons Agency—Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date—79
Contract—105-78-1003
Note--89p.; For other manuals in this series, see PS 011 821-830.
Available from—Creative Associates, Inc., 4419 39th Street, N.W., Washington, DC 20016 ($5.95, complete set of manuals, $47.55)
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Annotated Bibliographies, Blacks, *Books, *Childrens Literature, *Early Childhood Education, *Evaluation Criteria, Hispanic Americans, *Learning Activities, *Resource Materials, Sex Fairness
Identifiers—CDA, Child Development Associate

This annotated bibliography of early childhood curriculum materials is divided into two major sections. The first section reviews materials pertaining to house corner, blocks, table toys, art, clay and play dough, water and sand activities. Within these areas, entries are divided into three main lists: books, articles, and children's books. ERIC papers, monographs, and conference reports are listed together under a separate entry. Each entry includes a brief annotation, an evaluative comment, and an indication of the audience the item would probably interest. For each topic, books that could be read to or by children to give them more ideas for play are also annotated. The second section consists of criteria for analyzing books for young children focusing on Black and Hispanic peoples, annotations of books about Black and Hispanic peoples, and listings of Black folktales, nonsexist books, and sources of comprehensive guidelines for reviewing children's books. (Author/RH)

0434 ED 194 643
Murphy, Hardy Ray
District and Community Characteristics Influencing Desegregation Strategy Choice and Effectiveness.
Pub Date—77
Note--26p.; Tables may be marginally legible due to small print.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrator Attitudes, Community Attitudes, Community Size, *Demography, *Desegregation Effects, *Desegregation Methods, Elementary Secondary Education, *Minority Group Influences, Minority Groups, *School Community Relationship, *School Desegregation, Surveys

The study described in this paper investigated the relationships between school district and community demographic characteristics, choice of school desegregation strategy, and strategy effectiveness. Respondents from 132 school districts in the Southwestern United States were asked to fill out a questionnaire concerning district and community demography and the choice and effectiveness of strategies used by their communities to desegregate the public schools. Desegregation goal areas examined in the questionnaire included: (1) student and/or faculty racial balancing; (2) promotion of community involvement; (3) crisis prevention and resolution; (4) multicultural/multiethnic curriculum; (5) compensatory education; (6) positive race relations; (7) staff development; and (8) administrative procedures. Initial findings indicate the existence of significant relationships between characteristics such as the attitudes of district and community leaders toward desegregation, community attitudes, teacher ethnicity, student ethnicity, and strategy choice and effectiveness. Based on the findings, it is suggested that desegregating districts should take into account differences in culture, historical desegregation issues, and community attitudes toward the particular minority groups of concern. (Author/GC)

0435 ED 194 649
Bryant, Valarie A.
The Opinions of Inner-City Alternative High School Students Toward Student Rights.
Pub Date—[79]
Note--39p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Corporal Punishment, Discipline Policy, Dress Codes, Due Process, Freedom of Speech, Nontraditional Education, Questionnaires, *School Policy, Secondary Education, *Sex Differences, *Student Attitudes, Student Government, Student Participation, *Student Rights, Suspension, Urban Schools

Opinions about students' rights were elicited from students attending an inner-city alternative high school, using a questionnaire. The questions focused on opinions on (1) freedom of speech, (2) due process, (3) suspension and corporal punishment, (4) vague regulations, (5) dress codes, and (6) students' governance of fellow students. Findings, reported by sex and grade level, indicate that students responded to four of the six general questions. In summary, they favored limited freedom of speech, due process for students, school dress codes, and student governance. Analysis of the findings revealed that the majority of the students wanted to learn in a structured, teacher administration oriented school setting. Students additionally wanted to play an active role in the decision making processes and to have a voice in the educational process. Tables of data are appended. (MK)

0436 ED 194 656
Akbar, Na'im
Desegregation in the 80's: Concerns and Challenges for Public Education.
Pub Date—Apr 80
Note--19p.; Paper presented at the Annual Educational Equity Conference (5th, Myrtle Beach, SC, April 27-30, 1980).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Black Students, *Change, Change Agents, Civil Rights Legislation, Elementary Secondary Education, *Equal Education, Nondiscriminatory Education, *Racial Discrimination, Racial Integration, *School Desegregation
Identifiers—Brown v Board of Education

The underlying reason for the failure of United States schools to provide equal educational opportunity to black children can be found in the Brown v Board of Education decision, which was unwanted and written from the perspective that blacks are an inferior group. This discriminatory basis has caused resistance to school desegregation economically, politically, and socially. Statistics demonstrate that reluctant integration has resulted in a loss of role models and leadership positions within schools for black students. Change will be effected only if the underlying assumption that differences imply superior and inferior groups is abandoned. Americans should reaffirm their respect for human dignity and recommit themselves to American principles of the equality and inalienable rights of all human beings. (MK)

0437 ED 194 672
Alexander, E. Curtis
The Pedagogical Oppression of Black Students in Norfolk City Public Schools–Myth or Practice?
Pub Date—[76]
Note--9p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Black Students, *Board of Education Policy, *Educational Quality, Elementary Secondary Education, Employment Practices, Expulsion, Public Education, *Racial Bias, School Districts, Suspension, Urban Schools
Identifiers—*Virginia (Norfolk)

The policies and actions of the Norfolk City Public Schools are having a devastating effect on black students. The system's suspension and suggested expulsion notice data and employment record are objective indicators that the system was not designed to educate black children. Black students are suspended nearly twice as often as white children and they receive almost five times as many expulsion notices. A study by the Children's Defense Fund supports the position that most school suspension policies do not serve the interests of children or of schools. The United States District Court decision on Mills v the Board of Education of the District of Columbia sets a precedent for possible court action dealing with these policies. The Norfolk Public Schools Employment Report shows that personnel policy has been discriminatory and has adversely affected desegregation efforts. School policy must be systematically changed in order to improve the situation of black children. (Author/MK)

0438 ED 194 694
Improving Sex Equity in Career and Vocational Classrooms.
Spons Agency—Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
Pub Date—78
Note--19p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Audiovisual Aids, *Career Education, Facilities, Facility Guidelines, *Instructional Materials, Job Placement, Nontraditional Occupations, Postsecondary Education, Secondary Education, Sex Bias, Sex Discrimination, *Sex Fairness, Sex Role, Sex Stereotypes, Student Placement, Student Recruitment, *Textbook Bias, *Textbook Evaluation, Textbook Selection, *Vocational Education

This booklet contains curriculum guidelines and checklists designed to assist vocational educators in identifying sex bias, sex role stereotyping, and sex discrimination. The first section provides suggestions made by Ohio vocational educators for providing for sex equity in vocational programs. Following specific suggestions for recruitment, facility, placement, and program content, suggestions and comments specific to program areas of study are set forth. The second section lists criteria for sex-fair materials and then provides guidelines and checklists for assessment of curriculum materials for sex equity on four bases: language, roles, omissions, and audio-visual materials. Several consciousness-raising activities for the classroom are listed in the third section, which may be helpful to teachers, counselors, and students in becoming aware of sex bias. The final section discusses use of already-existing material lacking sex fairness. (YLB)

0439 ED 194 772
Klugerman, Phyllis B.
Programming for the Adult Mentally Handicapped. Source Book.
East Brunswick Board of Education, N.J.
Spons Agency—New Jersey State Dept. of Human Services, Trenton.
Pub Date—Jun 80
Note--142p.; Not available in paper copy due to small, light print.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adult Counseling, *Adult Education, *Adult Programs, Course Content, *Course Descriptions, Course Objectives, Courses, *Daily Living Skills, *Mental Retardation, *Program Content, Program Design, Program Develop-

ment, Program Implementation

This source book is designed to inform agencies and other adult education programs, in as much detail as possible, of processes and procedures involved in initiating a complete training program to address the needs and desires of the adult mentally handicapped individual. It offers concrete information emanating from the initiation of such a program in East Brunswick, New Jersey. Two major sections deal with organizing a program and instructional and counseling components. The first section discusses goal setting, staffing, facility needs and component scheduling (including recruitment, scheduling, transportation), and record keeping. The second section focuses on program impact and instructional and counseling components. These instructional components are included: basic skills, communication skills, personal health and hygiene, grooming, sex education, clothing maintenance, shopping and food preparation, social dance, performing dance company, arts and crafts, community experience activities, social, and parent group. Each course component, which is broken down into further activity areas, presents the course description objectives, methods of implementation, and instructional materials, where appropriate. Positive programming aspects, comments regarding implementation of activity objectives, problem areas, and, where possible, recommended solutions are provided for each activity area. Overall component recommendations are also included. Appendixes contain tests and assessment instruments and forms and notifications. (YLB)

0440 ED 195 135

Teacher's Handbook for English for Living: A Set of Materials Designed to Teach Coping Skills and Language Skills to Adolescents for Whom English Is a Second Language.

New York State Education Dept., Albany. Bureau of Bilingual Education.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Pub Date—79

Contract—G0077C0041

Note--76p.; For related documents, see FL 011 956-975.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adolescents, Cultural Education, *English (Second Language), Secondary Education, Second Language Instruction, Units of Study

Identifiers—*Survival Competencies

This guide provides directions for teaching a series of units on survival skills in English as a second language (ESL). A brief general background of second language instruction and a short bibliography are included. The modules cover: (1) "Getting a Driver's License and Buying a Car"; (2) "Want Ads and Employment Agencies"; (3) "The Job Interview"; (4) "Public Transportation"; (5) "Reading Maps and Asking Directions"; (6) "Finding a Place to Live"; (7) "Calling for a [Medical] Appointment"; (8) "In the [Doctor's] Office"; (9) "Emergency Procedures"; (10) "Legal Questions"; (11) "The Department Store"; (12) "The Supermarket"; (13) "The Post Office"; (14) "The Restaurant"; (15) "Banking: Checking Accounts"; (16) "Holidays"; (17) "Personal Celebrations"; (18) "Invitations, Thank-you Notes, and Greeting Cards"; (19) "Dinner at an American Friend's House; and (20) "Becoming a United States Citizen." (JB)

0441 ED 195 136

Getting a Driver's License and Buying a Car. Student Lesson #1. English for Living.

New York State Education Dept., Albany. Bureau of Bilingual Education.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Pub Date—79

Contract—G0077C0041

Note--17p.; For related documents, see FL 011 955-975.

Pub Type— Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, *Driver Education, *English (Second Language), Secondary Education, Second Language Instruction, Units of Study

Identifiers—*Survival Competencies

To assist the youthful learner of English as a second language in dealing with driver's license applications and automobile purchasing procedures, a series of dialogs, comprehension questions, readings, and points of discussion are presented. The text is illustrated with sample forms. (JB)

0442 ED 195 137

Finding a Job. Unit I: Reading Want Ads and Using Employment Agencies. Student Lesson # 2. English for Living.

New York State Education Dept., Albany. Bureau of Bilingual Education.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Pub Date—79

Contract—G0077C0041

Note--15p.; For related documents, see FL 011 955-975.

Pub Type— Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, *English (Second Language), Job Application, *Job Search Methods, Reading Instruction, Secondary Education, Second Language Instruction, Units of Study

Identifiers—Employment Agencies, *Survival Competencies, Want Ads

To assist the youthful learner of English as a second language in dealing with help-wanted ads and employment , agencies, a series of dialogs, comprehension questions, readings, and points of discussion are presented. The text is illustrated with sample forms. (JB)

0443 ED 195 138

Finding a Job. Unit II: The Job Interview. Student Lesson #3. English for Living.

New York State Education Dept., Albany. Bureau of Bilingual Education.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Pub Date—79

Contract—G0077C0041

Note--11p.; For related documents, see FL 011 955-975.

Pub Type— Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, *Employment Interviews, *English (Second Language), Secondary Education, Second Language Instruction, Units of Study

Identifiers—*Survival Competencies

To assist the youthful learner of English as a second language in dealing with job interviews, a series of dialogs, comprehension questions, readings, and points of discussion are presented. The text is illustrated with pen-and-ink drawings. (JB)

0444 ED 195 139

Getting Around. Unit I: Public Transportation. Student Lesson #4. English for Living.

New York State Education Dept., Albany. Bureau of Bilingual Education.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Pub Date—79

Contract—G0077C0041

Note--15p.; For related documents, see FL 011 955-975.

Pub Type— Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, *Bus Transportation, *English (Second Language), Rail Transportation, Secondary Education, Second Language Instruction, Units of Study

Identifiers—*Survival Competencies, Taxicabs

To assist the youthful learner of English as a second language in dealing with handling urban public transportation, a series of dialogs, comprehension questions, readings, and points of discussion are presented. The text is illustrated. (JB)

0445 ED 195 140

Getting Around. Unit I: Reading Maps and Asking Directions. Student Lesson #5. English for Living.

New York State Education Dept., Albany. Bureau of Bilingual Education.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Pub Date—79

Contract—G0077C0041

Note--18p.; For related documents, see FL 011 955-975.

Pub Type— Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Cultural Education, *English (Second Language), *Map Skills, Secondary Education, Second Language Instruction, Units of Study

Identifiers—*Directions, *Survival Competencies

To assist the youthful learner of English as a second language in dealing with finding his way around, a series of dialogs, comprehension questions, readings, and points of discussion are presented. The text is illustrated with maps. (JB)

0446 ED 195 141

Finding a Place to Live. Student Lesson #6. English for Living.

New York State Education Dept., Albany. Bureau of Bilingual Education.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Pub Date—79

Contract—G0077C0041

Note--10p.; For related documents, see FL 011 955-975.

Pub Type— Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, *English (Second Language), *Housing, Secondary Education, Second Language Instruction, Units of Study

Identifiers—*Survival Competencies

To assist the learner of English as a second language in dealing with the search for housing, a series of dialogs, comprehension questions, readings, and points of discussion are presented. The text is illustrated with sample forms and rental ads. (JB)

0447 ED 195 142

Medical Services. Unit One: Calling for an Appointment. Student Lesson #7. English for Living.

New York State Education Dept., Albany. Bureau of Bilingual Education.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Pub Date—79

Contract—G0077C0041

Note--7p.; For related documents, see FL 011 955-975.

Pub Type— Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Dentists, *English (Second Language), *Medical Services, Physicians, Secondary Education, Second Language Instruction, Units of Study

Identifiers—*Survival Competencies

To assist the youthful learner of English as a second language in dealing with making doctor's appointments, a series of dialogs, comprehension questions, readings, and points of discussion are presented. The text is illustrated. (JB)

0448 ED 195 143

Medical Services. Unit Two: In the Office. Student Lesson #8. English for Living.

New York State Education Dept., Albany. Bureau of Bilingual Education.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Pub Date—79

Contract—G0077C0041

Note--14p.; For related documents, see FL 011 955-975.

Pub Type— Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, Dentists, *English (Second Language), *Medical Services, Physicians, Secondary Education, Second Language Instruction, Units of Study
Identifiers—*Survival Competencies

To assist the youthful learner of English as a second language in dealing with communicating in the doctor's office, the dentist's office, and the pharmacy, a series of dialogs, comprehension questions, readings, and points of discussion are presented. The text is illustrated. (JB)

0449 ED 195 144
Emergency Procedures. Student Lesson #9. English for Living.
New York State Education Dept., Albany. Bureau of Bilingual Education.
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Pub Date—79
Contract—G0077C0041
Note--13p.; For related documents, see FL 011 955-975.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Accidents, Adolescents, *English (Second Language), Police, Rescue, Secondary Education, Second Language Instruction, Units of Study
Identifiers—*Emergencies, *Survival Competencies

To assist the youthful learner of English as a second language in dealing with handling such emergencies as fire, robbery, and car accidents, a series of dialogs, comprehension questions, readings, and points of discussion are presented. The text is illustrated. (JB)

0450 ED 195 145
Legal Questions. Student Lesson #10. English for Living.
New York State Education Dept., Albany. Bureau of Bilingual Education.
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Pub Date—79
Contract—G0077C0041
Note--21p.; For related documents, see FL 011 955-975.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, *English (Second Language), *Legal Education, Secondary Education, Second Language Instruction, Units of Study
Identifiers—*Survival Competencies

To assist the youthful learner of English as a second language in dealing with basic legal situations such as making a contract or going to small claims court, a series of dialogs, comprehension questions, readings, and points of discussion are presented. The text is illustrated. (JB)

0451 ED 195 146
The Department Store. Student Lesson #11. English for Living.
New York State Education Dept., Albany. Bureau of Bilingual Education.
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Pub Date—79
Contract—G0077C0041
Note--9p.; For related documents, see FL 011 955-975.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, *English (Second Language), *Purchasing, Secondary Education, Second Language Instruction, Units of Study
Identifiers—Department Stores, *Survival Competencies

To assist the youthful learner of English as a second language in dealing with the purchase of clothing and personal items, a series of dialogs, comprehension questions, readings, and points of discussion are presented. The text is illustrated. (JB)

0452 ED 195 147
The Supermarket. Student Lesson #12. English for Living.
New York State Education Dept., Albany. Bureau of Bilingual Education.
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Pub Date—79
Contract—G0077C0041
Note--7p.; For related documents, see FL 011 955-975.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, *English (Second Language), *Food Stores, *Purchasing, Secondary Education, Second Language Instruction, Units of Study
Identifiers—*Survival Competencies

To assist the youthful learner of English as a second language in dealing with the purchase of food, a series of dialogs, comprehension questions, readings, and points of discussion are presented. The text is illustrated. (JB)

0453 ED 195 148
The Post Office. Student Lesson #13. English for Living.
New York State Education Dept., Albany. Bureau of Bilingual Education.
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Pub Date—79
Contract—G0077C0041
Note--15p.; For related documents, see FL 011 955-975.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, *English (Second Language), Secondary Education, Second Language Instruction, Units of Study
Identifiers—*Post Office, *Survival Competencies

To assist the learner of English as a second language in dealing with the various services provided by the post office, a series of dialogs, comprehension questions, readings, and points of discussion are presented. The text is illustrated with sample forms. (JB)

0454 ED 195 149
The Restaurant. Student Lesson #14. English for Living.
New York State Education Dept., Albany. Bureau of Bilingual Education.
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Pub Date—79
Contract—G0077C0041
Note--13p.; For related documents, see FL 011 955-975.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, *Dining Facilities, *English (Second Language), *Food, Secondary Education, Second Language Instruction, Units of Study
Identifiers—*Survival Competencies

To assist the learner of English as a second language in dealing with the purchase of ready-cooked food, a series of dialogs, comprehension questions, readings, and points of discussion are presented. The text is illustrated. (JB)

0455 ED 195 150
Banking: Checking Accounts. Student Lesson # 15. English for Living.
New York State Education Dept., Albany. Bureau of Bilingual Education.
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Pub Date—79
Contract—G0077C0041
Note--9p.; For related documents, see FL 011 955-975.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, *Banking, *English (Second Language), Secondary Education, Second Language Instruction, Units of Study
Identifiers—*Survival Competencies

To assist the learner of English as a second language in dealing with the various services provided by a bank, a series of dialogs, comprehension questions, readings, and points of discussion are presented. The text is illustrated with sample forms. (JB)

0456 ED 195 151
Celebrations. Unit I: Holidays. Student Lesson # 16. English for Living.
New York State Education Dept., Albany. Bureau of Bilingual Education.
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Pub Date—79
Contract—G0077C0041
Note--23p.; For related documents, see FL 011 955-975.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, *Cultural Activities, *English (Second Language), Secondary Education, Second Language Instruction, Units of Study
Identifiers—*Holidays, *Survival Competencies

To assist the learner of English as a second language in dealing with American holiday celebrations (Halloween, Thanksgiving, Christmas, New Year, Memorial Day, Labor Day, and Independence Day) a series of dialogs, comprehension questions, readings, and points of discussion are presented. The text is illustrated. (JB)

0457 ED 195 152
Celebrations. Unit II: Personal Celebrations. Student Lesson #17. English for Living.
New York State Education Dept., Albany. Bureau of Bilingual Education.
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Pub Date—79
Contract—G0077C0041
Note--14p.; For related documents, see FL 011 955-975.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, *Cultural Activities, *English (Second Language), Secondary Education, Second Language Instruction, Units of Study
Identifiers—Personal Celebrations, *Survival Competencies

To assist the learner of English as a second language in dealing with such personal occasions as weddings and funerals, a series of dialogs, comprehension questions, readings, and points of discussion are presented. The text is illustrated. (JB)

0458 ED 195 153
Invitations, Thank-You Notes and Greeting Cards. Student Lesson #18. English for Living.
New York State Education Dept., Albany. Bureau of Bilingual Education.
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Pub Date—79
Contract—G0077C0041
Note--13p.; For related documents, see FL 011 955-975.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, *English (Second Language), *Letters (Correspondence), Secondary Education, Second Language Instruction, Units of Study, Writing Skills
Identifiers—*Etiquette, *Survival Competencies

To assist the learner of English as a second language in dealing with the etiquette of certain common forms of correspondence, a series of dialogs, comprehension questions, readings, and points of discussion are presented. The text is illustrated. (JB)

0459 ED 195 154
Dinner at an American Friend's House. Student Lesson #19. English for Living.
New York State Education Dept., Albany. Bureau of Bilingual Education.
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Pub Date—79
Contract—G0U77C0041
Note--15p.; For related documents, see FL 011 955-975.
Pub Type— Guides · Classroom · Learner (051)
EDRS Price · MF01/PC01 Plus Postage.
Descriptors—Adolescents, Cultural Activities, *English (Second Language), *Food, Secondary Education, Second Language Instruction, Units of Study
Identifiers—*Etiquette, *Survival Competencies

To assist the learner of English as a second language in dealing with the etiquette of dining in someone else's home, a series of dialogs, comprehension questions, readings, and points of discussion are presented. The text is illustrated. (JB)

0460 ED 195 155
Becoming a United States Citizen. Student Lesson #20. English for Living.
New York State Education Dept., Albany. Bureau of Bilingual Education.
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Pub Date—79
Contract—G0077C0041
Note--13p.; For related documents, see FL 011 955-974.
Pub Type— Guides · Classroom · Learner (051)
EDRS Price · MF01/PC01 Plus Postage.
Descriptors—Adolescents, *Citizenship Education, *English (Second Language), Secondary Education, Second Language Instruction, Units of Study
Identifiers—*Survival Competencies

To assist the learner of English as a second language in dealing with the procedures for becoming a United States citizen, a series of dialogs, comprehension questions, readings, and points of discussion are presented. The text is illustrated. (JB)

0461 ED 195 388
Pusch, Margaret D., Ed.
Multicultural Education: A Cross Cultural Training Approach.
Intercultural Network, Inc., La Grange Park, Ill.
Spons Agency—New York State Education Dept., Albany. Bureau of Bilingual Education.
Report No.—ISBN-0-933662-06-8
Pub Date—79
Note--285p.; Not available in paper copy due to publisher's preference.
Available from—Intercultural Press, Inc., 70 W Hubbard St., Chicago, IL 60610 ($11.95, 20% discount on 10 copies or more).
Pub Type— Guides · Classroom · Teacher (052) — Information Analyses (070) — Collected Works · General (020)
EDRS Price · MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Classroom Environment, Communication (Thought Transfer), *Course Evaluation, *Cross Cultural Training, Cultural Awareness, Cultural Differences, Cultural Pluralism, Curriculum Development, Definitions, Elementary Secondary Education, *Ethnic Groups, Learning Activities, Minority Groups, *Multicultural Education, Perception, Spanish Speaking, Teacher Attitudes, *Teacher Education, *Teaching Methods
Identifiers—*Intercultural Communication

Primarily designed for use in teacher education programs, this manual provides education faculty with a resource for building multicultural education training into the teacher education curriculum. Chapter 1 defines terms basic to multicultural education, intercultural communication, and cross-cultural training. Chapter 2 discusses the theory of intercultural communication. Chapter 3 outlines the history of multicultural education and focuses on linguistic diversity. Chapter 4 contains a discussion of the multicultural curriculum and considers possibilities for infusing existing courses with multicultural perspectives. Chapter 5 studies the training of teachers for multicultural education competencies, reviews methods of teacher training, and offers specific applications of multicultural concepts in teacher education. Chapter 6 lists 30 teaching strategies drawn from the cross-cultural literature and adapted for teacher preservice and inservice training. It also details exercises for role playing, critical incidents, case studies, simulation, and group discussion. Chapter 7 presents procedures for the evaluation of cross-cultural training and education. The manual also includes a 65-item annotated bibliography and film list. (CM)

0462 ED 195 553
Interpretive Analyses of 1978-79 Research and Evaluation Reports; Volumes I and II.
Dallas Independent School District, Tex. Dept. of Research and Evaluation.
Pub Date—Feb 80
Note--698p.
Available from—Department of Research and Evaluation, Dallas Independent School District, 3801 Herschel Ave., Dallas, TX 75219. (For full text of individual reports: under 50 pages $3.00; orders over 50 pages $3.00 plus $.03 per page).
Pub Type— Reports · Evaluative (142)
EDRS Price · MF04/PC28 Plus Postage.
Descriptors—*Academic Achievement, *Achievement Gains, Basic Skills, Classroom Research, Compensatory Education, Desegregation Effects, Elementary Secondary Education, Norms, *Program Evaluation, *Program Implementation, *School Districts, Teacher Evaluation, Testing Programs, Test Interpretation, *Test Results
Identifiers—*Dallas Independent School District TX, Elementary Secondary Education Act Title I, Elementary Secondary Education Act Title IV, Elementary Secondary Education Act Title VII, Emergency School Aid Act 1972

After outlining the goals, budget, and personnel of the research and evaluation branch of the Dallas Independent School District, the results of 150 program evaluations are summarized and interpreted. Most evaluations are based on achievement gains as measured by standardized achievement tests. Results are often analyzed by district, subdistrict, grade, subtest, and ethnic classification: white, hispanic, or black. In Volume I spring-to-spring achievement gains and trends since 1979 are related to desegregation mandates, enrollment trends, and school holding power. Other sections discuss the Wesman Personnel Classification Test for teacher selection and the Teacher Evaluation Pilot Program; accreditation by the Texas Education Agency state compensatory education programs; the Emergency School Aid Act; and the Title IV-C and Title VII programs. Volume II describes Title I programs for grades kindergarten to six in district and private schools. Their major thrust was instructional with concentration in reading, mathematics, abd bilingual education. Other sections discuss local and externally funded remedial programs; special education, magnet schools, desegregation compliance, applied research on learning, basic skills, and teaching methods; parent involvement; and the Texas Assessment Project for basic skills. (CP)

0463 ED 195 570
Rothschild, Susan J. S. Lichtman, Marilyn
Factors Related to White, Black, and Hispanic Women's Mathematics Attainments: A Descriptive Study.
Pub Date—[80]
Note--34p.
Pub Type— Reports · Research (143)
EDRS Price · MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, Achievement Rating, Black Students, *Cross Cultural Studies, *Ethnic Groups, *Females, Higher Education, Hispanic Americans, *Longitudinal Studies, *Mathematics, Socioeconomic Background, White Students
Identifiers—*National Longitudinal Study High School Class 1972

Virtually no research conducted on women and mathematics is longitudinal in scope, generalizable in extent, and ethnic-race specific in nature. This descriptive study begins to fill the gap by examining the effects of background, school, and social-psychological factors on Hispanic, black, and white women's mathematics attainments. Data for the study are taken from the National Longitudinal Study of the High School Class of 1972 (NLS) with follow-ups in 1973, 1974, and 1976. Results of descriptive analyses show differences in factors affecting white and racial minority women with respect to their decision to pursue mathematics-related fields of study. The 10 sets of variables considered included: (1) family background; (2) high school experience; (3) self-concept; (4) significant others' perceived influence on college plans; (5) expectations; (6) expected college majors; (7) college mathematics experience; (8) sex-role orientation; (9) family status; and (10) mathematics-related attainment. (Author/RL)

0464 ED 195 595
Kim, Bok-Lim C.
The Korean-American Child at School and at Home: An Analysis of Interaction and Intervention through Groups. Project Report, September 30, 1978 - June 30, 1980.
Spons Agency—Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date—Jun 80
Grant—90-C-1335(01)
Note--137p.; Not available in paper copy due to author's restriction.
Pub Type— Reports · Evaluative (142) — Reports · Research (143)
EDRS Price · MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Acculturation, *Biculturalism, Bilingualism, Demography, *Educational Environment, Elementary Education, Family (Sociological Unit), *Family School Relationship, Immigrants, *Korean Americans, Questionnaires, Student Teacher Relationship, Teacher Attitudes
Identifiers—California (Los Angeles), Illinois (Chicago)

This study was undertaken to investigate the nature of the interaction between school and home in the case of Korean Americans who recently immigrated to Chicago and Los Angeles and to determine the nature of the elementary school experience of children from this group. Data were collected by means of three questionnaires; one for Korean American parents, one for children, and one for teachers of the children. A review of literature, design, methodology and procedures, and detailed analyses of findings for Chicago and Los Angeles separately and the two cities combined are included in this report. Recommendations are made with the aim of improving the school experiences of Korean American children. Tables of data are included. Questionnaires are appended. (MK)

0465 ED 195 600
Beckum, Leonard C. Dasho, Stefan J.
Multi-Ethnic School Environments; Final Report FY 1978-79. Volume I: Overview and Research Design.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—MESE-79-1a
Pub Date—Jan 80
Contract—OB-NIE-G-78-0203
Note--97p.
Pub Type— Reports · Research (143)
EDRS Price · MF01/PC04 Plus Postage.
Descriptors—Classroom Desegregation, Elementary Secondary Education, *Ethnography, *Inservice Teacher Education, Racial Integration, *Research Design, *Research Methodology, *School Desegregation, Social Science Research

The Multi-Ethnic School Environments Study evolved in response to the need for a research base for identifying special teacher training needs in newly desegregated school districts. The ultimate goal of this five year project is to generate teacher training processes and materials to aid teachers in coping with the realities of desegregation. The first phase (1978-1979) was a year of ethnographic research which examined teachers' efforts to organize their classrooms and to encourage the integration of students in newly desegregated classes. This volume of the research report begins with a discussion of critical concerns related to school desegregation. The next section addresses the issues surrounding methodology: the appropriateness of applying educational ethnography to research on desegregation.

After noting the problems faced in establishing a site for the research, the next section describes data collection procedures. The final section describes the format, scope, and strategies of data analysis procedures. (Author/MK)

0466 ED 195 601
Beckum, Leonard C. Dasho, Stefan J.
Multi-Ethnic School Environments; Final Report FY 1978-79, Volume II: Classroom Case Studies.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—MESE-79-1b
Pub Date—Jan 80
Contract—OB-NIE-G-78-0203
Note--156p.; For related documents see UD 020 922 and UD 021 120
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Case Studies, Classroom Desegregation, Classroom Environment, Classroom Observation Techniques, Classroom Research, Elementary Secondary Education, *Ethnography, *Inservice Teacher Education, *Observation, Racial Integration, School Demography, *School Desegregation, Social Science Research, Teacher Attitudes

The Multi-Ethnic School Environments Study evolved in response to the need for a research base for identifying special teacher training needs in newly desegregated school districts. The ultimate goal of this five year project is to generate teacher training processes and materials to aid teachers in coping with the realities of desegregation. The first phase (1978-1979) was a year of ethnographic research which examined teachers' efforts to organize their classrooms and to encourage the integration of students in newly desegregated classes. This volume of the research report presents case studies of the four classrooms which were observed for the project. Each study is introduced by background information on the community, school district, and the desegregation plans. The school and classroom; teachers and students; teachers' beliefs, expectations and instructional practices; and the social order of the classroom are also described. (Author/MK)

0467 ED 195 603
Inzurry, Ruddie A. And Others
Eastern District High School Integrated Bilingual Demonstration Project for High Schools, 1978-1979. Final Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Pub Date—[79]
Note--57p.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Academic Achievement, *Bilingual Education, English (Second Language), *Native Language Instruction, Non English Speaking, Program Descriptions, Program Evaluation, Program Implementation, Secondary Education, *Spanish Speaking
Identifiers—*Elementary Secondary Education Act Title VII, New York (Brooklyn)

The Eastern District High School bilingual-bicultural program served 367 Hispanic students in grades 9 through 12. Students received instruction in English as a Second Language and/or reading English, native language arts, math, science, and social studies. Students were mainstreamed for art, music, physical education, and health. Elective courses were also available. Non-instructional program components included staff development, curriculum development, extra-curricular activities, parental and community involvement, and affective services. Academic achievement of students was measured by standardized and teacher developed tests. Students demonstrated gains in English reading, native language arts, and mathematics at all grade levels. Achievement in other areas was mixed. Evaluators observed program operation and determined that it was well implemented and successful. Recommendations for future program implementation are included as well as tables of achievement data. (MK)

0468 ED 195 618
Park, Jeanne S., Comp.
Winners, All! 50 Outstanding Education Projects That Help Disadvantaged Children.
Office of Education (DHEW), Washington, D.C.
Report No.—OE-80-48000
Pub Date—Jan 80
Note--117p.; Photographs may not reproduce well. For a related document see ED 163 103.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock Number 017-080-02079-3)
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Bilingual Education, *Compensatory Education, *Demonstration Programs, *Educationally Disadvantaged, Elementary Education, Individual Instruction, Language Arts, Mathematics Instruction, Parent Participation, *Program Descriptions, Reading Instruction, Validated Programs
Identifiers—Elementary Secondary Education Act Title I

This booklet describes 50 Title I programs that have been validated by the Education Division of the Department of Health, Education and Welfare as exemplary. The descriptions, written originally for use in newspapers and by radio and television stations, tell how the programs operate, what makes them successful, and how the students are achieving. Most descriptions focus on reading and language arts programs, but examples of math programs, programs with high levels of parental participation, individualized instruction, and bilingual education are included. Names and addresses of persons to contact for further information about each program are included. (Author/MK)

0469 ED 195 623
Beckum, Leonard C. Dasho, Stefan J.
Multi-Ethnic School Environments: Final Report FY 1978-79. Volume III: Data Analysts' Reports.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—MESE-79-1c
Pub Date—Jan 80
Contract—OB-NIE-G-78-0203
Note--248p.; For related documents see UD 020 922-923.
Pub Type— Reports - Descriptive (141) — Reports - Research (143)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Administrative Problems, Board of Education Policy, Case Studies, Classroom Desegregation, *Data Analysis, Decision Making, Elementary Secondary Education, *Ethnography, *Inservice Teacher Education, Racial Integration, Research Design, *School Desegregation, Socialization, Social Science Research

The Multi-Ethnic School Environments Study evolved in response to the need for a research base for identifying teacher training needs in newly desegregated school districts. The ultimate goal of this five year project is to generate teacher training processes and materials to aid teachers in coping with the realities of desegregation. The first phase (1978-1979) was a year of ethnographic research which examined teachers' efforts to organize their classrooms and to encourage the integration of students in newly desegregated classes. This volume of the research report presents analyses of data derived from a series of classroom observations. Analysts examined four themes related to schooling in desegregated settings: (1) the socioemotional development of students, (2) teacher decision making in instructional organization, (3) student socialization and preparation for future work roles and, (4) administrative practices and policies that have an impact upon school integration. Each of the four analyses includes a description of the analysis design, discussion of the classroom case study data, comparative conclusions and recommendations or implications. (Author/MK)

0470 ED 195 625
Gayles, Anne R. And Others
Research Review of School Desegregation (A Problem) and Multi-Cultural Education (A Solution).
Florida A and M Univ., Tallahassee. School of Education.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—[80]
Grant—G-77-0021
Note--127p.; For related documents see UD 021 130 and UD 021 133-137.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Cultural Pluralism, Higher Education, *Minority Groups, *Multicultural Education, *Preservice Teacher Education, Program Development, Program Implementation, Program Improvement, *School Desegregation, Teacher Attitudes, Teacher Characteristics, Teacher Education Curriculum

This review of literature and research studies is designed to establish documented background for the development of a model teacher preparation program for reducing problems associated with school desegregation. The review is organized into three parts. Part One presents literature pertaining to the historical development of minority group education, school desegregation, and multicultural education. Literature and research studies supporting the enhancement of the desegregation process through multicultural education are presented in Part Two. The final section reviews the challenges facing teacher education programs preparing people to work in multicultural settings. A series of nine steps to assist teacher personnel in curriculum development is provided. (Author/MK)

0471 ED 195 642
Butsche, Catherine, Ed.
Compendium. The Illinois Network of Exemplary Occupational Programs for Handicapped and Disadvantaged Students.
Illinois State Univ., Normal.
Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date—79
Note--176p.; Not available in paper copy due to colored paper.
Pub Type— Journal Articles (080) — Legal/Legislative/Regulatory Materials (090) — Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Ancillary School Services, Career Counseling, Career Education, *Classroom Techniques, Cooperative Education, Curriculum Development, *Disabilities, *Disadvantaged, Educational Legislation, Elementary Secondary Education, Federal Legislation, Individualized Education Programs, Individualized Instruction, Industrial Education, Inservice Teacher Education, Job Placement, *Learning Activities, Mainstreaming, Postsecondary Education, Program Evaluation, Safety Education, Special Education, Staff Development, Student Recruitment, Teacher Education, *Teaching Methods, *Vocational Education
Identifiers—Education for All Handicapped Children Act, Rehabilitation Act 1973, Vocational Assessment, Vocational Education Amendments 1976

This Compendium is a manual of information related to the vocational education of handicapped and disadvantaged students. Section 1, Article Series, reprints fourteen articles published in professional journals. Topics include vocational education's role in career education for handicapped students, personnel development, cooperation of special education and industrial teacher education, individualized education programs, measurement and evaluation, motivating and managing behavior, teaching safety, cooperative work-education, inservice, and individualizing instruction. Section 2, Handicapped Series, includes sections of the manual To Serve Those Who Are Handicapped. Materials address mainstreaming; student recruitment; vocational assessment; vocational counseling; career education programs; support services; individualized instruction; facilities, equipment, and materials modification; placement services; program evaluation; inservice education, and classroom procedures. Section 3, Disadvantaged Series, reprints segments from a book which deal with curriculum adaptations and teaching techniques found effective in working with disadvantaged students. The approximately twenty activities may provide students characteristics, activity description with potential advantages and disadvantages, facilities/equipment, instructional materials, and references. Section 4, Legislative Series, contains summaries of these major pieces of legislation related to serving special needs students: Vocational Education Act, Education for All Handicapped Children Act, and Rehabilitation Act of 1973-Section 504. Section 5, Newsletters/Brochures, provides two Network brochures. (YLB)

0472 ED 195 703

Hitchens, Donna J. Thomas, Ann G.

Eliminating Sex Bias in Vocational Education: A Handbook for Administrative Personnel.

Equal Rights Advocates, Inc., San Francisco, Calif.

Spons Agency—California State Dept. of Education, Los Angeles.

Pub Date—Oct 79

Contract—8101

Note--35p.; For related documents see CE 027 204-206.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Compliance (Legal), Educational Planning, Federal Legislation, *Institutional Role, Labor Force, *Legal Responsibility, Nontraditional Students, Postsecondary Education, Scheduling, Secondary Education, *Sex Bias, Sex Discrimination, *Sex Fairness, Sex Role, *Sex Stereotypes, State Legislation, *Vocational Education

Identifiers—California, Title II Education Amendments 1976, Title IX Education Amendments 1972

This handbook is designed (1) to assist vocational educators and administrators in understanding both the causes of occupational sex segregation and the problems it creates; (2) to clarify the federal and state mandates for the elimination of sex bias in vocational education programs; and (3) to provide possible approaches and strategies that can be used by vocational education personnel to comply with legal requirements and contribute to the elimination of occupational sex segregation. The handbook's six chapters provide information on the nature of the problem; the laws applicable to vocational education programs; methods of identifying sex bias and creating institutional change; removing barriers to the pursuit of non-traditional education; the treatment of enrolled students; and general conclusions about sex-stereotyping and its elimination. (Sections on state laws apply specifically to California. A workshop manual, designed for use with the handbook, is available separately-CE 027 204.) (KC)

0473 ED 195 704

Thomas, Ann G. Hitchens, Donna J.

Eliminating Sex Bias in Vocational Education: A Workshop for Administrative Personnel.

Equal Rights Advocates, Inc., San Francisco, Calif.

Spons Agency—California State Dept. of Education, Los Angeles.

Pub Date—Dec 79

Contract—8101

Note--23p.; For related documents see CE 027 203-206.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Compliance (Legal), Federal Legislation, Institutional Role, Instructional Materials, *Legal Responsibility, Nontraditional Students, Postsecondary Education, Resources, Secondary Education, *Sex Bias, Sex Discrimination, *Sex Fairness, Sex Role, *Sex Stereotypes, Staff Development, State Legislation, *Vocational Education, Workshops

Identifiers—California, Title IX Education Amendments 1972

These materials are intended to provide a workshop design for conducting a one-day staff training program for school personnel on the issue of sex bias in vocational education. The workshop is designed to aid school personnel in (1) identifying sex bias in vocational education programs; (2) understanding the legal requirements imposed on educational institutions to eliminate sex bias; and (3) developing a strategy for implementing programs to overcome the effects of previous sex bias in vocational education. Included in these workshop materials are a suggested workshop schedule, instructions for conducting the workshop, background information and resources for workshop leaders, a case study, and worksheets and instructions for small group exercises. These materials are intended to be used in conjunction with "Eliminating Sex Bias in Vocational Education: A Handbook for Administrative Personnel" (available separately-CE 027 023). (Workshop target audience is principals, deans of instruction, guidance counselors, district and county superintendents, program specialists, and directors of work experience programs.) (KC)

0474 ED 195 705

Hitchens, Donna J. Thomas, Ann G.

Eliminating Sex Bias in Vocational Education. A Handbook for Community Groups.

Equal Rights Advocates, Inc., San Francisco, Calif.

Spons Agency—California State Dept. of Education, Los Angeles.

Pub Date—Dec 79

Contract—8100

Note--46p.; For related documents see CE 027 203-206. GEO. U.S.; California

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Community Action, Community Involvement, Community Organizations, Compliance (Legal), Federal Legislation, Institutional Role, *Legal Responsibility, Postsecondary Education, Resources, School Community Relationship, Secondary Education, *Sex Bias, Sex Discrimination, *Sex Fairness, Sex Role, *Sex Stereotypes, State Legislation, *Vocational Education

Identifiers—California, Title II Education Amendments 1976, Title IX Education Amendments 1972

This handbook is designed to provide the background information necessary for individuals and community groups to become involved in local vocational education programs in order to help end sex bias, stereotyping, and discrimination in such programs. The first four chapters of the handbook develop the background of the problem, providing information on the importance and nature of sex bias problems in vocational education, how vocational education is structured in California, the laws concerning sex bias, and the barriers that inhibit the full participation of girls and women in vocational education opportunities. Chapter 5 develops a plan that community groups can use to have a positive impact on the vocational opportunities available to female students through local education programs. Appendixes provide checklists for the requirements of Title IX (Education Amendments 1972), Title II (Education Amendments 1976), the California Five-Year Plan, and for problem identification; a questionnaire for gathering information on local schools and school districts; and a resource list. (KC)

0475 ED 195 706

Thomas, Ann G. Hitchens, Donna J.

Eliminating Sex Bias in Vocational Education: A Workshop for Community Groups.

Equal Rights Advocates, Inc., San Francisco, Calif.

Spons Agency—California State Dept. of Education, Los Angeles.

Pub Date—Dec 79

Contract—8100

Note--22p.; For related documents see CE 027 203-205.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Community Action, Community Involvement, Community Organizations, Compliance (Legal), Federal Legislation, Instructional Materials, Legal Responsibility, Postsecondary Education, Resources, School Community Relationship, Secondary Education, *Sex Bias, Sex Discrimination, *Sex Fairness, Sex Role, *Sex Stereotypes, State Legislation, *Vocational Education, *Workshops

Identifiers—California, Title II Education Amendments 1976, Title IX Education Amendments 1972

These materials are intended to provide a workshop design for conducting a one-day training program for representatives of community groups who are, or want to become, involved with helping to promote sex equity within the vocational education system. The workshop is designed (1) to provide representatives of community groups with background information on the California system of Vocation Education and the current progress and problems relating to sex equity within that system; (2) to increase understanding of the legal requirements imposed on educational institutions to eliminate sex bias; (3) to share information among participants about efforts currently being made by community groups around issues affecting non-traditional work; (4) to increase understanding of the process and dynamics of change, and (5) to plan follow-up strategies for furthering sex equity in vocational education within local communities. Included in the workshop materials are a planning guide; suggested workshop schedule; guidelines and resources for implementing the workshop; registration materials; pre-workshop packet with information on federal legislative requirements; and worksheets. (KC)

0476 ED 195 724

Graham, Janet Roth

Bilingual Adult Basic Education Project. Final Report.

Allegheny Intermediate Unit, Pittsburgh, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—28 Aug 80

Note--294p.; Some pages may not reproduce well due to light print and colored paper.

Available from—AdvancE, Millersville State College, Millersville, PA 17551 (Write for price).

Pub Type— Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—*Adult Basic Education, *Bilingual Education, Cambodian, Career Education, Community Resources, Consumer Economics, Coping, *Counseling Services, English (Second Language), Government (Administrative Body), Health, Information Services, Interest Inventories, Lao, Legal Education, Literacy Education, *Native Language Instruction, Needs Assessment, Non English Speaking, Pretests Posttests, Russian, Spanish, *Staff Development, Student Interests, Surveys, Test Construction, Vietnamese, Workshops

Identifiers—*Adult Performance Level, Bilingual Materials, *Life Coping Skills, Life Skills

The Bilingual Adult Basic Education Project provided bilingual life skills instruction, counseling, and informational services to approximately 150 non-English-dominant adults across Pennsylvania by means of contracts to local education agencies. Students were pre- and post-tested in English and/or their native language to measure their growth in life-coping skills. Adult Performance Level (APL) test data showed knowledge gains by a substantial proportion of the students and sizable improvements in each of the five APL content areas. The project also presented staff development workshops dealing with bilingual/English as a Second Language life-skills instructional techniques and materials for adult learners. Project-developed products were English and native language versions of student needs assessment surveys, pre- and post-tests for each of the five APL knowledge areas (Community Resources, Consumer Economics, Government and Law, Health, Occupational Knowledge), and evaluation forms to monitor program implementation and evaluate its effectiveness. (Copies of products comprise the major portion of this report. There are (1) English, Vietnamese, Spanish, Lao, and Cambodian versions of the APL Needs Assesment Survey; (2) English, Spanish, and Vietnamese versions of APL pre- and post-tests; and Cambodian versions of four pretests.) (Author/YLB)

0477 ED 195 758

Technical Assistance Manual for Civil Rights in Vocational Education (First Edition).

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.

Pub Date—Oct 80

Note--78p.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Civil Rights, *Compliance (Legal), Disabilities, *Educational Discrimination, *Equal Education, *Equal Opportunities (Jobs), Ethnic Discrimination, Program Administration, Program Development, Racial Discrimination, Reverse Discrimination, School Districts, Secondary Education, Sex Discrimination, *Social Discrimination, Student Recruitment, Teacher Promotion, Teacher Recruitment, Technical Assistance, *Vocational Education

Identifiers—North Carolina

This manual is designed to aid secondary school administrators and other school personnel in avoiding illegal discrimination-while sustaining educational standards-through proper planning and managing of vocational education programs. Chapter 1 concerns civil rights compliance in vocational education by superintendents and local directors through use of this manual and with aid from staff of the State Division of Vocational Education, especially those designated as "civil rights coordinating staff." Organization, objectives, and use of the manual are outlined. Staff technical assistance functions are listed. Chapters 2 and 3 focus on students and staff, respectively, and preventing discrimination and promoting equity at each stage of the educational/staffing processes. Both are based on three basic standards: (1) detection, prevention, and elimination of original discrimination; (2) detection, prevention, and elimination of reverse discrimination; and (3) upholding of educational/employment standards. Furthermore, chapter 2 identifies ninety checkpoints/stages in the educational process, and chapter 3 identifies forty-seven checkpoints/stages in the staffing process at which discrimination should be avoided. Some checkpoints are required, others are suggested. Spaces are provided for indicating if these checkpoints are judged as being met (yes or no) as well as for indicating those types of suggested documentation it is felt could be provided. (YLB)

0478 ED 196 257

Bilingual Education. Special Bulletin No. 2.

School Information and Research Service, Olympia, Wash.

Pub Date—Sep 79

Note--12p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Gains, Bilingual Students, Formative Evaluation, Language Arts, Mathematics, Primary Education, *Reading Achievement, Spanish Speaking

Identifiers—*Bilingual Programs, Washington (Prosser)

This is a report on a research project which developed an evaluative model for a Kindergarten through Grade 2 bilingual education program in the Prosser School District in the state of Washington, a program that had been in operation for three years. The report is divided as follows: (1) background information on the program; (2) a summary of the project goals; (3) the model of classroom instruction; (4) a general summary of the gains in language proficiency among the groups evaluated; (5) the groups tested; (6) the characteristics of the evaluative model, a "norm-referenced model"; (7) results of the analyses, and (8) recommendations. The groups tested were currently enrolled second, third and fourth grade Hispanic and non-Hispanic students. The results are organized according to the three basic skill areas: reading, language arts and mathematics. Results indicated gains in all groups in reading and language arts achievement. Hispanic students showed little or no gain in mathematical achievement; all groups of non-Hispanic students did show progress in mathematical achievement. The recommendation was that the district should continue the project and seriously consider extending it upward. (AMH)

0479 ED 196 604

Christner, Catherine A. And Others

Evaluation Design: ESEA Title I Migrant Program. Publication No. 80.02.

Austin Independent School District, Tex. Office of Research and Evaluation.

Spons Agency—Department of Education, Washington, D.C.

Pub Date—80

Note--66p.; For a related document, see ED 178 260.

Pub Type— Guides - Non-Classroom (055) — Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Ancillary School Services, Educational Assessment, Elementary Secondary Education, *Evaluation Methods, *Evaluation Needs, Federal Aid, *Migrant Education, Migrant Health Services, Needs Assessment, Objectives, Parent Participation, Preschool Education, *Program Design, *Program Evaluation, Public Schools

Identifiers—Austin Independent School District TX, ESEA Title I Migrant Programs

The 1980-81 Austin Independent School District Title I Migrant Program for current and former migrant children operates at preschool through high school levels on an increased budget of $1,025,358 and centers around student recruitment and parent participation, a pre-K through high school instructional program, and health and clothing support services. Program evaluation will involve two major activities. The final report summary with its final technical report will provide decision information regarding the continuance, modification, or deletion of the program's instructional and other components. The annual evaluation report for the Texas Education Agency will document the achievement of program objectives. Both activities require detailed needs assessment, process, and outcome data from numerous sources. Information needs and sources are cross referenced in detail. A complete information dissemination schedule and an evaluation time resources allocation plan are included. (SB)

0480 ED 196 640

Las Matematicas: Lenguaje Universal. Nivel 2b: Multiplicacion y Division de Numeros Enteros (Mathematics: A Universal Language. Level 2b: Multiplication and Division of Whole Numbers).

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Fort Worth Independent School District, Tex. Bilingual Education Program.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Note--95p.; For related documents, see SE 030 950-962. Not available in hard copy due to copyright restrictions.

Available from—Dissemination and Assessment Center for Bilingual Education, 7703 North Lamar Blvd., Austin, TX 78752 ($3.00).

Language—English; Spanish

Pub Type— Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Bilingual Education, *Division, *Elementary School Mathematics, Elementary Secondary Education, Mathematics Curriculum, Mathematics Instruction, *Multiplication, Number Concepts, Secondary School Mathematics, Spanish Culture, *Spanish Speaking, *Textbooks

Identifiers—Bilingual Materials

This is one of a series of student booklets designed for use in a bilingual mathematics program in grades 6-8. The general format is to present each page in both Spanish and English. The mathematical topics in this booklet include multiplication and division. (MK)

0481 ED 196 641

Las Matematicas: Lenguaje Universal. Nivel 2c: Factores y Multiplos (Mathematics: A Universql Language. Level 2c: Factors and Multiples).

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Fort Worth Independent School District, Tex. Bilingual Education Program.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Note--76p.; For related documents, see SE 030 950-962. Not available in hard copy due to copyright restrictions.

Available from—Dissemination and Assessment Center for Bilingual Education, 7703 North Lamar Blvd., Austin, TX 78752 ($3.00).

Language—English; Spanish

Pub Type— Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Bilingual Education, Division, *Elementary School Mathematics, Elementary Secondary Education, Mathematics Curriculum, Mathematics Instruction, *Multiplication, *Number Concepts, Prime Numbers, Secondary School Mathematics, Spanish Culture, *Spanish Speaking, *Textbooks

Identifiers—Bilingual Materials

This is one of a series of student booklets designed for use in a bilingual mathematics program in grades 6-8. The general format is to present each page in both Spanish and English. The mathematical topics in this booklet include factors, prime and composite numbers, divisibility, and exponents. (MK)

0482 ED 196 642

Las Matematicas: Lenguaje Universal. Nivel 3: La Medida (Mathematics: A Universal Language. Level 3: Measurement).

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Fort Worth Independent School District, Tex. Bilingual Education Program.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Note--89p.; For related documents, see SE 030 950-962. Not available in hard copy due to copyright restrictions.

Available from—Dissemination and Assessment Center for Bilingual Education, 7703 North Lamar Blvd., Austin, TX 78752 ($3.00).

Language—English; Spanish

Pub Type— Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Bilingual Education, *Elementary School Mathematics, Elementary Secondary Education, Mathematics Curriculum, Mathematics Instruction, *Measurement, Secondary School Mathematics, Spanish Culture, *Spanish Speaking, *Textbooks

Identifiers—Bilingual Materials

This is one of a series of student booklets designed for use in a bilingual mathematics program in grades 6-8. The general format is to present each page in both Spanish and English. The mathematical topics in this booklet include liquid, dry, linear, weight, and time measures. (MK)

0483 ED 196 643

Las Matematicas: Lenguaje Universal. Grados Intermedios, Niveles 1-3. Teacher's Guide I (Mathematics: A Universal Language. Intermediate Grades, Level 1-3. Teacher's Guide I).

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Fort Worth Independent School District, Tex. Bilingual Education Program.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Note--263p.; For related documents, see SE 030 950-962. Not available in hard copy due to copyright restrictions. Pages 79-94 missing from document prior to its being shipped to EDRS for filming.

Available from—Dissemination and Assessment Center for Bilingual Education, 7703 North Lamar Blvd., Austin, TX 78752 ($5.00).

Language—English; Spanish
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Addition, *Bilingual Education, Division, *Elementary School Mathematics, Elementary Secondary Education, Mathematics Curriculum, *Mathematics Instruction, Measurement, Multiplication, Number Concepts, Secondary School Mathematics, Spanish Culture, *Spanish Speaking, Subtraction, *Teaching Guides, Teaching Methods
Identifiers—Bilingual Materials

This guide covers the first part of a bilingual, sequential mathematics course. The course integrates culturally relevant situations and illustrations with mathematics to reinforce the student's self-concept and encourage cultural pride. This program may be used as a self-contained continuum, as a supplement to another course of study, for individualized instruction, or in the large-group, traditional classroom. These materials are written in English and Spanish for grades 6-8, but may be used for other grade levels. The guide includes suggestions on grouping, presentations, goal setting, scheduling, a testing center, a mathematics laboratory, assignment of materials, and grading. Also included are an overview, behavioral objectives, patterns for duplicating masters or transparencies and patterns for materials to be used in suggested activities. The mathematical topics covered in this guide include numeration, addition, subtraction, multiplication, division, and measurement. (Author/MK)

0484 ED 196 644

Las Matematicas: Lenguaje Universal. Grados Intermedios, Nivel 4a: Multiplicacion de Fracciones (Mathematics: A Universal Language. Intermediate Grades, Level 4a: Multiplication of Fractions).
Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Fort Worth Independent School District, Tex. Bilingual Education Program.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Note--116p.; For related documents, see SE 030 950-962. Not available in hard copy due to copyright restrictions.
Available from—Dissemination and Assessment Center for Bilingual Education, 7703 North Lamar Blvd., Austin, TX 78752 ($3.00).
Language—English; Spanish
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Bilingual Education, *Elementary School Mathematics, Elementary Secondary Education, *Fractions, Mathematics Curriculum, Mathematics Instruction, *Multiplication, Secondary School Mathematics, Spanish Culture, *Spanish Speaking, *Textbooks
Identifiers—Bilingual Materials

This is one of a series of student booklets designed for use in a bilingual mathematics program in grades 6-8. The general format is to present each page in both Spanish and English. The mathematical topics in this booklet include equivalent fractions, mixed numbers, and multiplication of fractions and mixed numbers. (MK)

0485 ED 196 645

Las Matematicas: Lenguaje Universal. Grados Intermedios, Nivel 4b: Division de Fracciones (Mathematics: A Universal Language. Intermediate Grades, Level 4b: Division of Fractions).
Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Fort Worth Independent School District, Tex. Bilingual Education Program.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Note--62p.; For related documents, see SE 030 950-962. Not available in hard copy due to copyright restrictions.
Available from—Dissemination and Assessment Center for Bilingual Education, 7703 North Lamar Blvd., Austin, TX 78752 ($3.00).
Language—English; Spanish
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Bilingual Education, *Division, *Elementary School Mathematics, Elementary Secondary Education, *Fractions, Mathematics Curriculum, Mathematics Instruction, Secondary School Mathematics, Spanish Culture, *Spanish Speaking, *Textbooks
Identifiers—Bilingual Materials

This is one of a series of student booklets designed for use in a bilingual mathematics program in grades 6-8. The general format is to present each page in both Spanish and English. The mathematical topics in this booklet include reciprocals, complex fractions, and division of fractions. (MK)

0486 ED 196 646

Las Matematicas: Lenguaje Universal. Grados Intermedios, Nivel 5a: Geometria - Conjuntos de Puntos (Mathematics: A Universal Language. Intermediate Grades, Level 5a: Geometry - Sets of Points).
Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Fort Worth Independent School District, Tex. Bilingual Education Program.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Note--70p.; For related documents, see SE 030 950-962. Not available in hard copy due to copyright restrictions.
Available from—Dissemination and Assessment Center for Bilingual Education, 7703 North Lamar Blvd., Austin, TX 78752 ($3.00).
Language—English; Spanish
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Bilingual Education, *Elementary School Mathematics, Elementary Secondary Education, *Geometric Concepts, Geometry, Mathematics Curriculum, Mathematics Instruction, Plane Geometry, Secondary School Mathematics, Spanish Culture, *Spanish Speaking, *Textbooks
Identifiers—Bilingual Materials

This is one of a series of student booklets designed for use in a bilingual mathematics program in grades 6-8. The general format is to present each page in both Spanish and English. The mathematical topics in the booklet include points, lines, planes, space, angles, and intersection and union of sets. (MK)

0487 ED 196 647

Las Matematicas: Lenguaje Universal. Grados Intermedios, Nivel 5b: Medida Lineal, Perimetro y Area (Mathematics: A Universal Language. Intermediate Grades, Level 5b: Linear Measure, Perimeter and Area).
Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Fort Worth Independent School District, Tex. Bilingual Education Program.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Note--90p.; For related documents, see SE 030 950-962. Not available in hard copy due to copyright restrictions.
Available from—Dissemination and Assessment Center for Bilingual Education, 7703 North Lamar Blvd., Austin, TX 78752 ($3.00).
Language—English; Spanish
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Bilingual Education, *Elementary School Mathematics, Elementary Secondary Education, *Geometric Concepts, Mathematics Curriculum, Mathematics Instruction, *Measurement, Secondary School Mathematics, Spanish Culture, *Spanish Speaking, *Textbooks
Identifiers—Bilingual Materials

This is one of a series of student booklets designed for use in a bilingual mathematics program in grades 6-8. The general format is to present each page in both Spanish and English. The mathematical topics in this booklet include measurement, perimeter, and area. (MK)

0488 ED 196 648

Las Matematicas: Lenguaje Universal. Grados Intermedios, Nivel 6a: Suma de Fracciones (Mathematics: A Universal Language. Intermediate Grades, Level 6a: Addition of Fractions).
Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Fort Worth Independent School District, Tex. Bilingual Education Program.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Note--78p.; For related documents, see SE 030 950-962. Not available in hard copy due to copyright restrictions.
Available from—Dissemination and Assessment Center for Bilingual Education, 7703 North Lamar Blvd., Austin, TX 78752 ($3.00).
Language—English; Spanish
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Addition, *Bilingual Education, *Elementary School Mathematics, Elementary Secondary Education, *Fractions, Mathematics Curriculum, Mathematics Instruction, Secondary School Mathematics, Spanish Culture, *Spanish Speaking, *Textbooks
Identifiers—Bilingual Materials

This is one of a series of student booklets designed for use in a bilingual mathematics program in grades 6-8. The general format is to present each page in both Spanish and English. The mathematical topics in this booklet include addition of fractions and mixed numbers. (MK)

0489 ED 196 649

Las Matematicas: Lenguaje Universal. Grados Intermedios, Nivel 6b: Resta de Fracciones (Mathematics: A Universal Language. Intermediate Grades, Level 6b: Subtraction of Fractions).
Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Fort Worth Independent School District, Tex. Bilingual Education Program.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Note--64p.; For related documents, see SE 030 950-962. Not available in hard copy due to copyright restrictions.
Available from—Dissemination and Assessment Center for Bilingual Education, 7703 North Lamar Blvd., Austin, TX 78752 ($3.00).
Language—English; Spanish
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Bilingual Education, *Elementary School Mathematics, Elementary Secondary Education, *Fractions, Mathematics Curriculum, Mathematics Instruction, Secondary School Mathematics, Spanish Culture, *Spanish Speaking, *Subtraction, *Textbooks
Identifiers—Bilingual Materials

This is one of a series of student booklets designed for use in a bilingual mathematics program in grades 6-8. The general format is to present each page in both Spanish and English. The mathematical topics in this booklet include subtraction of fractions and mixed numbers. (MK)

0490 ED 196 650

Las Matematicas: Lenguaje Universal. Grados Intermedios, Niveles 4-6. Teacher's Guide II (Mathematics: A Universal Language. Intermediate Grades, Levels 4-6. Teacher's Guide II).
Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Fort Worth Independent School District, Tex. Bilingual Education Program.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Note--261p.; For related documents, see SE 030 950-961. Not available in hard copy due to copyright restrictions.
Available from—Dissemination and Assessment Center for Bilingual Education, 7703 North Lamar Blvd., Austin, TX 78752 ($5.00).
Language—English; Spanish

Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Bilingual Education, *Elementary School Mathematics, Elementary Secondary Education, Fractions, Geometry, Mathematics Curriculum, *Mathematics Instruction, Measurement, *Secondary School Mathematics, Spanish Culture, *Spanish Speaking, *Teaching Guides, Teaching Methods
Identifiers—Bilingual Materials

This guide covers the second part of a bilingual, sequential mathematics course. The course integrates culturally relevant situations and illustrations with mathematics to reinforce the student's self-concept and encourage cultural pride. This program may be used as a self-contained continuum, as a supplement to another course of study, for individualized instruction, or in the large-group, traditional classroom. These materials are written in English and Spanish for grades 6-8, but may be used for other grade levels. The guide includes suggestions on grouping, presentations, goal setting, scheduling, a testing center, a mathematics laboratory, assignment of materials, and grading. Also included are an overview, behavioral objectives, a section which explains some mathematical procedures taught in Hispanic countries, and duplication masters and transparency masters. The mathematical topics covered are: multiplication and division of fractions, geometry, measurement, and addition and subtraction of fractions. (Author/MK)

0491 ED 196 778
Gillespie, Mary F. Barrientos, Anita
Multi-Cultural Resource Center Materials Handbook, Grades K-3.
Toledo Public Schools, Ohio.
Pub Date—80
Note—84p.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Annotated Bibliographies, Audiovisual Aids, *Cross Cultural Studies, *Cultural Awareness, Family Life, *Multicultural Education, Primary Education, Resource Materials

This annotated bibliography cites multicultural materials whose themes correlate with basic concepts taught in the primary grades. The items are in the Multi-Cultural Resource Center of the Toledo, Ohio public schools. The purpose of the bibliography is to help teachers integrate materials into their classroom. Films, filmstrips, books, study prints, study kits, games, records, teacher resources, and magazines are cited. Information provided for each item includes call number, author, date, publisher and a very brief description. Items are organized by the following themes: People: All Alike and All Different; People: Different Kinds of Families; Cultural Groups in America; Cultural Groups Around the World; Cultural Groups: Their Literature; and Cultural Groups: Their Customs, Language, Music and Art. (Author/RM)

0492 ED 196 805
Thompson, Bryan Agocs, Carol
Ethnic Studies: Teaching and Research Needs.
Detroit Public Schools, Mich.; Wayne State Univ., Detroit, Mich.
Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.
Pub Date—72
Grant—OEG-0-70-2030-(725)
Note—20p.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cultural Background, Educational Research, Elementary Secondary Education, *Ethnic Groups, *Ethnicity, *Ethnic Studies, Field Trips, *Migration, Research Problems, Social Integration, Teacher Education, Teaching Methods, Urban Culture, Urban Education

There are many problems in the teaching and learning of ethnic studies. Several teaching approaches have been used in an effort to meet some of the educational needs of various ethnic groups. Some problems of research and teaching in the field of ethnic studies include: lack of awareness of the current social meaning of ethnicity; data deficiencies; lack of sensitivity to problems of scale in spatial analysis; the separation between teaching and research; and limitations imposed by discipline-bound viewpoints. The research-teaching approaches used in the effort to encounter these problems include: migration histories of students' families; studies of ethnic settlement at interregional, intraregional, and intraurban scales; the urban ethnic field trip; and the metropolitan Detroit ethnic mapping project. (Authors/JN)

0493 ED 196 811
Montalvo, David And Others
The Puerto Ricans: A Brief Look At Their History.
B'nai B'rith, New York, N.Y. Anti-Defamation League.; Philadelphia School District, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—77
Grant—OEG-070-2087
Note—102p.
Pub Type— Historical Materials (060) — Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Colonialism, Cultural Differences, Foreign Countries, Hispanic Americans, Imperialism, *Latin American History, Migration, *Puerto Rican Culture, *Puerto Ricans, *Sociocultural Patterns, *Socioeconomic Influences, United States History
Identifiers—*Puerto Rico, Spain, United States

Beginning with an overview of the Spanish conquest and resulting rule, this handbook chronicles the history of Puerto Rico with specific attention devoted to the social and economic influences of contact with both Spain and the United States. Topics of particular relevance include a geographical overview of the land and its influence on the Puerto Rican people, Spanish colonialism, the social and economic impact of Spanish rule, Puerto Rico under United States rule, Puerto Rico as a territory and a commonwealth, the effects of economic and cultural influences of the United States on Puerto Rican society, and the causative factors resulting in the Puerto Rican migration to the United States mainland. (JN)

0494 ED 196 979
Soberano, Rawlein G.
The Vietnamese of New Orleans: Adapting to American Social Structure.
New Mexico State Univ., Las Cruces. Bureau of Educational Research.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—29 Jul 80
Grant—NIE-G-79-0012
Note—124p.; Appendix I may be marginally legible due to broken type.
Pub Type— Reports - Descriptive (141) — Reports - Research (143) — Historical Materials (060)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Acculturation, *Asian Americans, *Attitudes, Government Role, Living Standards, Population Trends, *Quality of Life, Questionnaires, Refugees, Relocation, *Vietnamese People
Identifiers—*Louisiana (New Orleans)

This paper reports on a historico-sociological study describing the current situation of Vietnamese refugees who settled in the New Orleans, Louisiana, area between 1975 and 1980. The paper begins with a historical background section which presents information about the fall of the South Vietnamese government in 1975, the resulting influx of refugees to the United States, and how the United States government dealt with the relocated refugees. The next section of this paper reviews the experiences of Vietnamese who relocated in Louisiana describing why they chose Louisiana and how they were accommodated in the New Orleans area. Included in this section is a summary and review of a study of the living conditions of Vietnamese in New Orleans. The final section reports the findings of a questionnaire administered to Vietnamese immigrants. These data are supplemented by conversations with refugees and a survey distributed to college students to determine local reactions to the refugee influx. Tables of data are included and Vietnamese and English translations of the study questionnaire are appended. (MK)

0495 ED 196 986
McConahay, John B.
Racial and Non-Racial Correlates of Anti-Busing Attitudes in Louisville.
Duke Univ., Durham, N.C.
Spons Agency—Ford Foundation, New York, N.Y.; Louisville Foundation, Ky.
Pub Date—[78]
Note—41p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Busing, *Community Attitudes, Elementary Secondary Education, *Public Opinion, *Racial Attitudes, Racial Bias, *School Desegregation
Identifiers—*Kentucky (Jefferson County)

The relative strength of racial and nonracial factors in motivating the public's opinion about busing has both theoretical and policy implications. If nonracial, especially self interest, factors are the strongest motives for opposition, then the success of busing, and of school desegregation in general, will depend upon the ability of the American political process to ameliorate the personal, social class, and educational aims of the contending parties. If opposition is rooted in racial or political attitudes, then attempts to adjust the self interest claims of the contending parties will be ineffective, leaving opposition to busing undiminished. This paper describes the results of a public opinion study conducted in Louisville, Kentucky, at the end of the first year of county wide court ordered desegregation. The study examined the correlates of anti-busing attitudes with both racial and nonracial factors. It was found that neighborhood ties, perception of one's own neighborhood schools as superior to others, having children in the public schools, and having children who were bused, were all insignificant in predicting opposition to busing. Racism, however, as demonstrated by the beliefs that discrimination no longer exists, that blacks are making unfair demands and gains, and being accorded undue recognition and respect, was a significant predictor of anti-busing sentiment. (Author/GC)

0496 ED 197 029
Iwanicki, Edward F. Gable, Robert K.
1979-1980 Hartford Project Concern Program. Final Evaluation Report 80-20.
Hartford Public Schools, Conn.
Pub Date—Sep 80
Note—122p.; Report prepared by the Evaluation Office. For related documents see ED 177 516 and UD 020 970-971.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Academic Achievement, *Career Choice, *Desegregation Methods, Elementary Secondary Education, Program Evaluation, Racial Integration, School Desegregation, School Holding Power, *Student Attitudes, *Student Attrition, Suburbs, Urban Schools, Voluntary Desegregation
Identifiers—Connecticut (Hartford), Elementary Secondary Education Act Title I

The Project Concern Program, which sought to promote school desegregation through cooperation among schools in Hartford, Connecticut, and its suburbs, is evaluated in this report. The evaluation addresses the following areas: (1) career patterns of project graduates, dropouts, and non-participants in Hartford; (2) issues of attrition; and (3) the project's cognitive and affective impact on students. Survey data indicated that Project Concern graduates made higher occupational choices and became involved in post secondary education at a greater rate than other groups. Results of a survey of second through eighth graders suggested that students had positive attitudes toward themselves and school. Academic achievement data was incomplete. The program attrition rate was 8.2 percent with most students leaving for disciplinary and social reasons. Evaluative data are included in tables and appendices. (MK)

0497 ED 197 039

Gudinas, Ruth A.

Evaluation of Instructional Materials For Social Bias: Making It Work in a School District. Equity Issues Series.

Wisconsin State Dept. of Public Instruction, Madison. Office of Equal Education Opportunities.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[79]

Grant—G008001796

Note—22p.; Prepared by the Wisconsin Sex Equity Project.

Pub Type— Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Ethnic Bias, Ethnic Stereotypes, Evaluation Criteria, *Evaluation Methods, *Instructional Materials, *Measurement Techniques, *Media Selection, *Sex Bias, Sex Stereotypes

Identifiers—Wisconsin (Madison)

This report discusses the development and implementation of the Instrument for the Evaluation of Materials for Social Bias used in the Madison (Wisconsin) Metropolitan School District. The instrument guides teachers who wish to purchase new instructional materials in determining the level of social bias evident in the materials. Teachers code each selection according to whether ethnic persons and female figures are included and are interacting with persons from other groups. They also tally images in the materials according to their stereotypical or nonstereotypical nature in terms of both ethnicity and sex. A score of below 70 per cent on either criterion indicates that the material must be supplemented in the class. The instrument and directions for its use are appended. (MK)

0498 ED 197 040

Colton, David L.

Urban School Desegregation Costs.

Spons Agency—Danforth Foundation, St. Louis, Mo.

Pub Date—Apr 79

Note—70p.; Paper prepared for the American Educational Research Association Annual Meeting (San Francisco, CA, April 8-12, 1979)

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Case Studies, Desegregation Methods, Desegregation Plans, *Educational Finance, *Expenditures, *School Desegregation, *School District Spending, *Urban Schools

Identifiers—New York (Buffalo), Ohio (Cleveland), Ohio (Columbus), Ohio (Dayton), Wisconsin (Milwaukee)

The findings of an exploratory study of urban school desegregation costs are reported in this paper. The study examined five cities faced with desegregating their schools: Cleveland, Columbus, Buffalo, Dayton, and Milwaukee. The main body of the report presents descriptive information about desegregation costs. Cost variations among cities are attributed to (1) technical factors (such as rules defining allowable costs for transportation reimbursement), (2) situational factors (that is, type of desegregation plan), and (3) "constructivist" factors (the informants' positions as defendants or plaintiffs). Despite outward variations, there are underlying regularities that were found during this study: resource reallocation, additional revenues, non-programmatic costs such as attorneys' fees, inadequate financial management, and planning tools. Greater attention to the political economy of urban school desegregation is recommended. (Author/MK)

0499 ED 197 041

Heflin, John F. Douglas, Marcia

School Desegregation: Portland Style.

Pub Date—10 Apr 80

Note—33p.; Paper prepared for the Annual Meeting of the American Educational Research Association and a Symposium on "Exploration of School Desegregation Impact on Black Communities: A View From the Western States" (Boston, MA, April 10, 1980)

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Black Organizations, Board of Education Role, *Community Organizations, *Desegregation Effects, Elementary Secondary Education, *Policy Formation, Political Issues, *Program Implementation, School Community Relationship, *School Desegregation

Identifiers—*Oregon (Portland)

In this paper, the Policy Process Model developed by Charles O. Jones is adopted in order to analyze school desegregation policy in Portland, Oregon. A major focus of this case study is the interaction between the Portland Public School Board and two community groups (the Community Coalition for School Integration and the Black United Front) as the Board initiated adjustments in its desegregation program in order to comply with State guidelines. Also highlighted are key internal and external adjustments made by the school organization as a result of community pressures during the implementation of desegregation policy. The Jones Policy Process Model is reduced to three fundamental stages (policy formation, policy implementation, and policy impact), and the developments of each stage are outlined for the case of Portland. The blurring of boundaries between the three stages is described, and the consequent necessity for examining both the intended and unintended consequences of desegregation is stressed. (Author/GC)

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